

DOCUMENT RESUME

ED 275 834

CE 045 406

AUTHOR West, Lynda; And Others
TITLE Missouri Transition Guide. Procedures & Resources.
Missouri LINC.
INSTITUTION Missouri Univ., Columbia. Coll. of Education.
SPONS AGENCY Missouri State Dept. of Elementary and Secondary
Education, Jefferson City.
PUB DATE 86
NOTE 180p.; For a related document, see CE 045 407.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Community Resources; Definitions; *Disabilities;
Educational Policy; *Educational Resources; Education
Work Relationship; Guidelines; Laws; Models; Parent
Role; Postsecondary Education; *Program Development;
Program Evaluation; Rural Education; School Role;
Secondary Education; Self Care Skills; State
Programs; Vocational Education

IDENTIFIERS *Missouri

ABSTRACT

This guide is intended to provide persons involved in the transition of handicapped youth from school to work with a systematic means of implementing transition and disseminating information about resources that may assist the process. The guide is organized in six sections. The first section provides an overview of transition, while the second section describes Missouri LINC's transition model. The third section discusses program planning and evaluation. In the fourth section, information on transition is provided in five subsections dealing with legislation, independent living, parents, rural areas, and various transition options. Each subsection includes a bibliography and appendixes of resources. Transition resources on the national and Missouri state level and in local communities are listed in the fifth section. The final section of the guide is a glossary. (KC)

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ED275834

Missouri Transition Guide

Procedures & Resources



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This publication was funded by the Missouri Department of Elementary and Secondary Education through a contract with the University of Missouri-Columbia, Missouri LINC.

CE045406

ACKNOWLEDGEMENTS

Assisting individuals involved in the transition process is a major concern to parents, educators and professionals who work with handicapped youth in transition. Their input into this guide has helped us in meeting that need. It is with sincere appreciation that we thank the following individuals for their interest, contributions and cooperation:

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OVERVIEW OF TRANSITION

INTRODUCTION

The transition of handicapped youth from school to work has emerged as a major priority for federal, state and local educational agencies in response to a renewed interest by special educators, parents of handicapped students, counselors, administrators, vocational educators, and other agency and labor personnel concerned with the meaningful participation of handicapped youth in secondary and postsecondary programs which lead to employment. Public Law 98-199, the Extension of the Education for All Handicapped Children Act, was enacted, in part, to provide programmatic and fiscal incentives to state and local educational programs, vocational education and vocational rehabilitation to promote a more comprehensive system of transition for handicapped youth. In addition, Public Law 98-524, the Carl D. Perkins Act, mandates counseling services that will help to facilitate the transition from school to post-school employment for all handicapped students.

The need for transition services for handicapped youth is widespread. In 1982, a national survey was conducted of the vocational education coordinators for special needs in all 50 State Departments of Education to assess transition efforts (Brown & Kayser, 1982). The 72% rate of return indicated that transition was an important issue among state vocational special needs coordinators. In addition, all of the respondents indicated interest in examining a transition model for possible state use and rated transition as an area of research need. Similarly, the Office of Special Education and Rehabilitative Services (OSERS) has responded to this need by establishing a national priority to improve transition from school to working life for all individuals with handicaps.

The intent of this guide is to provide those individuals involved in the transition process with a systematic means of implementing transition and disseminating information regarding resources available to assist in the process. It is not the intent of this guide to provide a definitive transition model. Since transition needs vary dramatically, this guide provides but another approach or means of making transition easier. Ideas from the guide should be integrated into existing transition programs.

The guide consists of a transition model and an explanation of its implementation. Also included in the guide is an extensive listing of transition resources in the areas of legislation, support services for independent living, recreation and leisure, rural, parenting and transition options as well as a practical means of measuring the success of a transition program.

DEFINITION

All individuals experience transition in their daily lives. Transition occurs in a multitude of forms. Whether changing jobs, moving from one home or school to another or experiencing changes in relationships, all individuals have to cope with the various levels of stress accompanying the transition period. The transition from school to employment entails a complex series of choices, services and experiences. For the individual with a handicap, transition may be a particularly stressful

experience. The concept of transition seems to be a combination of more than one perspective. According to the explanation provided by Lucas (1984), transition seems to be rooted in vocationalism as well as in humanism.

Vocationalism emphasizes utility as a standard or criterion for determining what knowledge is of most worth; the personal and social necessity of work; the need for school-based vocational preparation; and the desirable consequences that would allegedly follow from relating more closely the worlds of work and learning. Traditionally, proponents of vocationalism have tended to appeal to pragmatic rather than philosophic considerations in defending their outlook upon the proper aims and goals of American public education (p. 202).

Humanism also appears to include some key elements of transition. According to Lucas (1984):

Humanism accepts the learner's needs and purposes and develops experiences and programs around the unique potential of the learner. It facilitates self actualization and strives to develop in all persons a sense of personal adequacy. It also fosters the acquisition of basic skills necessary for living in multicultural society, including academic, personal, interpersonal, communicative, and economic proficiency (p. 353).

Responding to the need of handicapped youth who are involved in the transition from school to work, OSERS reviewed the policies and concepts which are used to analyze transition issues. As a result of this review, the following definition of transition was developed (Will, 1984).

The transition from school to working life is an outcome-oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional post-secondary education or adult services, and the initial years of employment. Transition is the bridge between the security and structure offered by the school and risks of adult life. Any bridge requires both a solid span and a secure foundation at either end. The transition from school to work and adult life requires sound preparation in the secondary school, adequate support at the point of school leaving, and secure opportunities and services, if needed, in adult situations (p. 3).

PHILOSOPHY

Basic to the transition philosophy is the understanding that transition is an ongoing process. Each individual goes through many transitions during his/her life. One major transition period is when a student moves from high school into the world of work. It is during this period that the limited skills and abilities of the handicapped individual in relation to independent living may be exposed. The parents may have difficulty accepting the fact that their son/daughter may face many obstacles making it difficult to adjust to the world of work. The student may be anxious about leaving the security and structure of the school. Educators may feel the pressure of insuring that the student has the skills necessary to live as independently as possible.

Understanding the roles and responsibilities of the participants in the transition process is an essential part of making the process work. The following are some general assumptions about the roles and responsibilities of those involved in the transition process.

PARENTS

1. Parents spend more time with their son/daughter and are more intimately involved and concerned about his/her future plans than anyone else.
2. Parents need to be involved with all aspects of the planning of their son/daughter's future. This involvement includes participation in advocacy groups, community programs and the individual education program.
3. Parents can develop and initiate new programs or services that do not currently exist in a community.
4. Parents need to be aware of legislation that exists which supports their son/daughter in the transition process.
5. Parents can acquire knowledge about existing services for their son/daughter and thus assist in the development of a more comprehensive transition plan.
6. Parents are an integral part of the IEP team and may bring a wealth of information to the planning meeting.

STUDENT

1. The student has more to gain or lose in the development and implementation of the transition plan than any other member of the transition team.
2. The student's transition program should include instruction in independent living skills, social skills and job specific skills which will lead to total community adjustment.
3. The student should be a part of the transition process from the time he/she is able to understand the concept of independent living and work as a means of achieving this goal.
4. The student's role includes being a part of all IEP meetings and other planning sessions that relate to his/her future. Without his/her commitment to the transition plan there will be little if any success.

SCHOOL

1. The school serves as the initial and primary training source for the student's transition program. The involvement of teachers and other staff members is essential in the transition process.
2. The school should plan the student's educational program with the concept of total community adjustment in mind. Community adjustment includes preparation in independent living, development of appropriate social skills and acquisition of appropriate and permanent employment.
3. The school may coordinate training and placement activities with other agencies that can provide more appropriate services.
4. The school is in the position to make available information on training and education for parents, students and other concerned agencies.

COMMUNITY

1. The community is the ultimate site for the student to work and live. The student seeks to become an active member of the community and, thus, the involvement of the community in the transition process is natural and logical.
2. The community is in the position to develop and maintain programs that support the transition process. These programs should exist in the areas of employment, residence and recreation.
3. The community should develop a means whereby community members may be made aware of the federal and state programs that offer support for businesses that train and hire the handicapped.

STATUS

The need for transition services from school to work is evidenced by the recent reports on the employment status of individuals with handicaps. Data has indicated that the transition from school to work for handicapped youth may not be as smooth as initially thought. The need for additional services may be required by many handicapped youth in order for them to secure and maintain employment.

Recent government studies reported that between 50 and 80 percent of all working age handicapped adults are unemployed (U. S. Commission on Civil Rights, 1983; U. S. Bureau of the Census, 1982). Reports by the U. S. Department of Labor (1979) indicated that handicapped adults who enter publicly supported vocational services frequently experience slow movement toward employment and when they are employed, experience low wages and segregation from non-handicapped peers. Bowe (1980) stated that 85% of those handicapped individuals who were employed earned less than \$7,000 per year and 52% earned less than \$2,000. Because of the unemployed or underemployed status of many handicapped adults, approximately 8% of the nation's gross national product is spent yearly on disability programs with most of this amount going to programs that support dependence (Will, 1984).

Although these reports indicate that the employment status of handicapped persons is bleak, progress has been made, particularly in schools. The Sixth Annual Report to Congress on the Implementation of Public Law 94-142, The Education of All Handicapped Children Act, (U. S. Department of Education, 1984) described the following areas of progress:

1. There is an increase in the number of services delivered due in part to increased recognition of the importance of making a successful transition from school to community, and the need to maintain earlier educational gains.
2. There is an increase in vocational services and use of community resources which provide vocational skills.
3. Handicapped children have a greater opportunity to interact with non-handicapped peers through such programs.
4. The financing of programs is being shared by public and non-profit service agencies and prospective employers by combining resources.
5. Additional assistance is being provided by the Education Department in the expansion and improvement of transition services.

Within education, change and improvement is gradual. However, the transition movement has escalated the rate of change for the handicapped individual. Today many new transition options are available and even more are foreseen for the near future. Already new areas of emphasis and priority in relation to the transition process are being implemented across the country. Examples of these areas include:

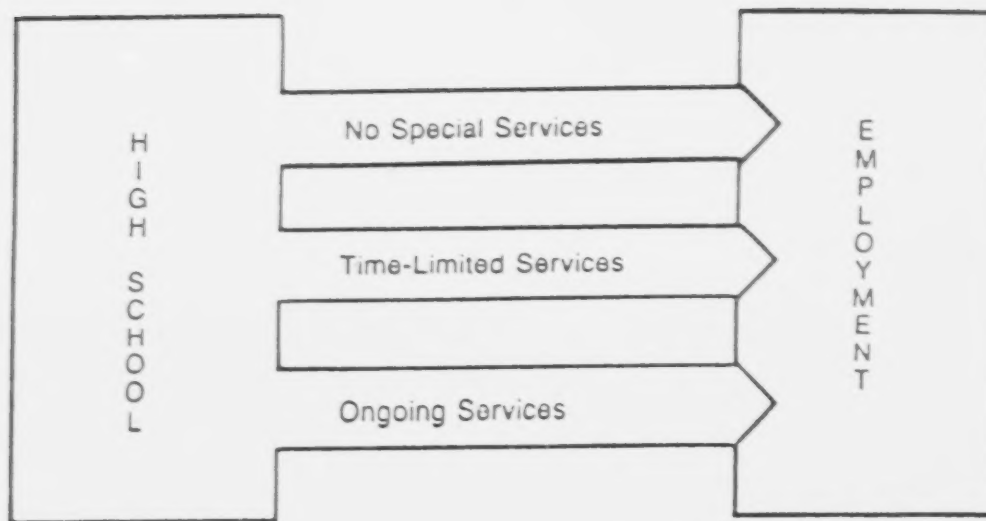
1. The design and implementation of Individualized Transition Plans to help ensure that the educational and related services offered are both meaningful and functional for the variety of school and non-school environments in which an individual student might subsequently function (Brown, Pumpian, Baumgart, Vandeventer, Ford, Nisbet, Schroeder & Gruenwald, 1981).
2. The development of new interagency collaboration for linking the vocational oriented programs and services of the various agencies in a comprehensive and effective manner (Albright, Hasazi, Phelps, & Hull, 1981).
3. The expansion of learning and occupational opportunities for handicapped persons to become independent and cast off the kind of assistance that leads to dependency (National Advisory Council on Vocational Education, 1983).

With the support of parents, advocacy groups, educators, administrators and handicapped individuals, the transition from school to work for handicapped youth will continue to progress. In an effort to better understand and facilitate transition, conceptual models have been developed. These models are the basis of transition programs that are being developed and implemented by local educational agencies and provide the framework whereby transition options and resources are identified.

OSERS' MODEL

A number of models have been developed to guide individuals through the educational process with an ultimate goal of successful employment. The early models evolved out of the career education emphasis of the 70's and are more school-based. The recent transition models have emerged out of the impetus of federal legislation and OSERS' leadership in establishing transition as a priority.

After establishing a national priority on improving the transition from school to working life for all individuals with handicaps, OSERS developed a conceptual framework that describes the transition components. This framework is based on three assumptions: students are leaving the security and organization of secondary schools and entering the less organized, more competitive world of service providers which is not understood by most handicapped individuals or their parents; transition services should be provided for all individuals with handicaps who need them and are leaving school for adult services and other opportunities; and when handicapped individuals obtain employment they do so immediately after leaving school or after post-secondary training.



Major Components of the Transition Process

The conceptual framework on which the OSERS' model is based is that of a bridge with both secure foundations and solid spans. The preparation during high school and the availability of employment are seen as the secure foundations upon which the bridge is built. There are three bridges that span the gap from high school to employment. These bridges are grouped to reflect the nature of services used to provide support to handicapped youth as they leave school. The first service involves movement from school either without services or with only those services that are available to the population at large; the second involves use of time-limited services that are designed to lead to independent employment at the termination of service; and the third involves use of on-going services for those handicapped individuals who will not move toward unsupported work roles (Will, 1984). If the needs of all handicapped individuals are to be met, all three of these bridges are viable alternatives. It is the responsibility of the educational system to provide all students with a solid foundation and appropriate bridges to help them span the gap from school to successful employment.

SUMMARY

The need for more transition support is well documented and many viable models do exist. However, the unique qualities of each community necessitate the adaptation of an existing model or the development of a new model that coincides with existing resources and needs. In order to adapt or develop a model, an individual needs knowledge of the attributes necessary to develop a quality, functional model. Based on previous research, Brown (1985) described the following attributes as necessary if the effort to implement a transition model within a local educational agency is to be effective.

1. An inter- and intra-agency focus—all appropriate sources of information and services should be identified and accessed, and cooperative agreements developed that would expedite the appropriate flow of information and services.
2. Appropriate assignment of personnel duties—a transition contact person within each local education agency should be established to implement and maintain transition-related efforts with the vocational school and other agencies involved in transition.
3. Preinstructional orientation of students—students entering vocational programs, on-the-job training, sheltered workshops and other transition programs should be made aware of the nature of each program, the employment opportunities related to the program and the support services available.
4. Effective identification and assessment of special needs students—initial assessment and on-going evaluation of students should occur so that potential transition related problems will be quickly and effectively identified.
5. Adaptability of instructors and curricula—the unique needs of each handicapped student should be met through modifications of the instructional programs and/or adaptations by the instructor.
6. Formal, revisable, transition policies and practices—the transition process should be evaluated in terms of the overall program as well as on an individual transition basis.

Utilizing information from research, discussions of experts in the field and other transition models, Missouri has developed a transition model to meet the needs of the local education agencies (LEAs) within Missouri. The intent of the model is to develop a comprehensive conceptualization of transition that could be modified to fit the unique needs of each LEA. The following chapters are a presentation of that model as well as an explanation of its implementation, an extensive listing of transition resources, and a practical means of measuring the success of a transition program.

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MISSOURI LINC'S TRANSITION MODEL

INTRODUCTION

Existing models of transition are broad, general conceptualizations of how transition should occur. As is the nature of a model, it is necessary to use the general framework of that model and then identify, refine and personalize the model to meet the unique characteristics of the service providers who will implement it. Missouri LINC, based on the conceptual work that already exists, developed a transition from school to work model that could be utilized by local educational agencies in Missouri.

ASSUMPTIONS

The model is based on several assumptions relative to transition. The first assumption is that transition is somewhat sequential in nature and is a lifelong phenomenon. People are constantly in transition from one situation to another. The same is true with transition from school to work. In the early years individuals are learning about work and types of employment, usually referred to as career awareness and exploration. As they grow older, they secure employment and begin leading an independent life within the community. All during this period transition stages occur. The individual must meet the demands of jobs, must be able to adapt to a life of independent living and must adjust to the community.

The second assumption is that transition is a complex, involved process. For most individuals with handicaps, transition from school to work is not easy. The complexity of the process is illustrated by the many components that are involved in a successful transition. Not only must the individual have a solid educational background enhanced with career awareness and exploration activities, but appropriate planning and coordinating of options must be accomplished through the IEP. This involves assessment of the student, identifying support services, accessing funding sources, and determining transition options. Even after an individual completes these activities and obtains some type of employment, success is not guaranteed. Follow-up services may be needed to maintain the job and upgrading skills or re-training the individual for a specific position in order to retain the job.

The third assumption is that transition involves more people than the special education teacher and the handicapped student; many other individuals are vital to the transition process. For transition to be effective all the individuals who are involved with the handicapped student must take an active part in developing the transition program and facilitating communication. School personnel, administrators, parents, service providers and employers must take an active role in the transition process.

The fourth assumption is that communication and coordination between individuals are essential if successful transition is to occur. If adequate communication does not occur among participants in the transition process, the handicapped individual may never reach his/her potential. In all too many instances, participants in the process are unaware of what other participants are doing. Many times the job of providing a successful transition becomes the responsibility of one or two people. All participants must be informed about the capabilities of the other participants and then coordination must exist among them to provide the handicapped individual with the best possible transition services.

MISSOURI LINC'S TRANSITION MODEL

Goal	Phase I Career Awareness (Grades K-6)	Phase II Vocational Exploration (Grades 7-8-9)	Phase III Vocational Preparation (Grades 9-10)	Phase IV Skill Training and Placement (Grades 10-11-12)	Phase V Post-School Transition (Beyond 12th Grade)
Assessment	Health/Daily Living Personal-Social/Adaptive Behavior Academic/Basic Skills Career Information	Entry Level Skills Personal-Social/Adaptive Behavior Academic/Basic Skills Interest Inventories	Interest Inventories Entry Level Skills Personal-Social/Adaptive Behavior Curriculum Needs and Modifications Special Services Career Counseling	Vocational Assessment Occupational Skills Assessment Personal Characteristics Job Seeking Techniques Special Services Career Counseling	Vocational Assessment Employability Skills Assessment Independent Living Skills Assessment Career Counseling
Curriculum	Life Centered Career Education - Daily Living Skills - Personal-Social Skills - Occupational Guidance and Preparation Skills Academic/Basic Skills	Entry Level Skills Generalizable Skills Life Centered Career Education Skills Academic/Basic Skills	Occupational Orientation Vocational Preparation Entry Level Skills Generalizable Skills Life Centered Career Education Skills Academic/Basic Skills	Vocational Instructional Management System (VIMS) Employability Skills Life Centered Career Education Skills Independent Living Skills Academic/Basic Skills	Advanced Training Vocational Training/Re-training Employability Skills Independent Living Skills
Programming	Mainstream Resource Services Self-Contained Classroom Field Trips Parent Participation	Mainstream in Pre- vocational Classes Resource Services Field Trips Parent Participation	Mainstream in Prevocational Classes Resource Services Field Trips Vocational Preparation Classes Business & Industry Involvement Job Shadowing Parent Participation	Early Entry to Vocational Education Mainstream Area Vocational Technical Schools or Comprehensive High Schools Vocational Resource Educator (VRE) Vocational Adjustment Coordinator (VAC) Supplemental Teacher Basic Skills Instructor Business & Industry Partnerships Cooperative Occupational Education (COE) Cooperative School Work Study Vocational Student Organization Referral to Vocational Rehabilitation Referral to Job Training & Partnership Act Programs (JTPA) Referral to Job Service Parent Participation	Without Special Services - Independent Job Seeking Time Limited Services - Counselor/Teacher/ Coordinator Placement Assistance - Referral to Vocational Rehabilitation & Rehabilitation Facilities - Referral to Job Training & Partnership Act Programs (JTPA) - Referral to Job Service Ongoing Services - Supported Work - Sheltered Workshops - Adult Service Providers Parent Participation
Sample IEP Goals	Student will exhibit appropriate work habits and behavior.	Student will complete at least one prevocational course.	Student will identify his/her strengths and weaknesses for vocational education.	Student will develop strategies to obtain written information.	Student will receive services of the Division of Vocational Rehabilitation.
Sample IEP Objectives	Student will complete tasks working alone with minimum teacher supervision. Student will complete tasks working with three other students.	Student will use tools and equipment with 100% accuracy in the industrial arts course. Student will measure accurately to 1/16th inch with a tape measure.	Student will list his/her aptitudes and achievements. Student will complete a vocational assessment. Student will select a vocational option using interest, aptitudes, and achievement information.	Student will define 25 out of 30 vocabulary words in occupational field. Student will read and interpret output measuring equipment.	Student will participate in vocational assessment and work adjustment services. Student will participate in job placement services.

Based on these assumptions, Missouri LINC has developed a transition model. Each arrow is meant to portray a component or part of the transition process. The importance of each component to the entire transition will be determined by the severity of the handicap and the resources of the local education agency (LEA). Each LEA will need to identify the resources that exist within their LEA that relate to each component. By doing so the LEA can formulate a picture of their existing transition components and determine their needs for other transition efforts.

The components of the transition process which are represented by arrows are not perceived as isolated, separate components in the educational process. Rather, each component is viewed as an integral part of the entire transition process. For transition to be successful all of the components must exist in some form within the educational system. Not all individuals will access each component, however, the participants in transition must be knowledgeable of each component in order to determine which are appropriate options for the handicapped individual.

IMPLEMENTATION OF THE MODEL COMPONENTS

The next sections are a synopsis of each of the components of the Missouri LINC's Transition from School to Work Model. Each synopsis provides a brief overview of the content of the component, the educational level where it will be applied, and its relevance or importance in the transition process. Also, at the end of each synopsis are additional resources that provide the reader with more information about the content of that component.

PHASE I CAREER AWARENESS

OVERVIEW: Transition from school to work is based on the early work of the career education movement but emphasizes the period from high school to employment. A solid foundation on which to base decisions made during and after the high school years must be developed. A strong career awareness component provides such a foundation.

The primary focus of career awareness is to make students aware of choices and responsibilities they will face as they enter adulthood. It begins with basic awareness activities, but is also viewed as a continuous process that involves attitudes, information and self-understanding.

Career awareness begins with assessment of the students. Assessment occurs in the areas of health and daily living, personal-social, academic/basic skills, and career information. Information obtained from assessment would be used in developing the IEP goals and objectives for curriculum and programming for the student. The curriculum would include basic academic skills but would also include career education competencies as well. Programming would occur in the mainstream classroom and would include support services or it could occur in a self-contained classroom depending on the handicapping condition, the needs of the individual and the least restrictive environment.

PARTICIPANTS: At the elementary level, the classroom teacher and the parents are primarily involved in teaching such skills. As mentioned previously, career education and each of its components may be infused into the regular education curriculum. During math instruction, for example, the teacher can assist the student in recognizing how his/her computational skills can be used in real life situations. One way to accomplish this is to set up simulations of real situations in the classroom, such as a snack bar with the opportunity to exchange money. The teacher can utilize the community by taking field trips and observing workers in their natural settings. The parents can also be involved in teaching these skills. They can speak positively about work, point out various workers in the community, assign responsibilities around the house, encourage appropriate dress and grooming habits, ensure the IEP addresses employment awareness and training, and be optimistic about the child's future.

RELEVANCE/IMPORTANCE: Career awareness serves as the foundation for career education and ultimately for the transition from school to work. The student who has developed an understanding and demonstrated competence in the areas of academics, vocational and independent living skills is better prepared for the transition into the world of work.

Additional Resources

Resource: Career Education for Handicapped Individuals, Charles Kokaska & Donn Brolin (1985)

Source: Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, OH 43216

Resource: Of Work and Worth: Career Education for the Handicapped. Pam Gillet (1981)

Source: Olympus
1670 East 13th Street S.
Salt Lake City, UT 84105

Resource: Career Education for the Handicapped Child in the Elementary Classroom, Gary Clark (1979)

Source: Love Publishing Co.
1777 South Bellaire Street
Denver, CO 80222

PHASE II VOCATIONAL EXPLORATION

OVERVIEW: Beyond career awareness, the student enters the vocational exploration stage of the transition process. Through vocational exploration the student begins to clarify and formalize specific interests, attitudes and aptitudes in particular occupational areas. The student experiences work either in a simulated or real work setting. In addition, the student begins a more careful self-examination related to his/her own unique set of abilities and needs, vocational interests, and leisure and recreational pursuits.

Many activities occur at this stage. Some of the activities may be centered in the classroom, while others may take place within the community. Whether classroom or community oriented, the activities have a common objective: to provide the student with a more realistic perception of the world of work and independent living.

The exploration activities are based on the ongoing assessment of the student. The needs of the student as determined by the assessment information are incorporated in the curriculum. The curriculum may include entry level skills, generalizable skills, life centered career education skills and basic academic skills.

When employers or community options are utilized it is referred to as experienced-based career education. Simply stated it is an alternative (full-or part-time) program that integrates academic learning and career exploration through planned experiences. Such experiences facilitate a decision relative to future specific vocational training and the development and attainment of independent living skills. The ability to function in society independently allows a student to develop self-esteem and respect which influences the student's ultimate job performance.

Vocational exploration activities help define the skills and attitudes necessary for a successful transition from school to work. The following are some examples of exploration activities.

1. Work samples: Simulated work stations may be set up in the classroom, using work materials that approximate a real job.
2. Job shadowing: A student is given the opportunity to observe a worker in a real work setting over a period of time to provide more accurate information about a job.
3. Job Sampling: The student is able to work part-time to gain knowledge and understanding of a job they may have expressed interest in.
4. Work-study programs: In this arrangement, the student spends part of his/her day in the classroom and part of his/her day in a work setting.

Vocational exploration may begin in the elementary school on a very simple level such as taking field trips and observing work behaviors. However, a majority of the exploration activities will occur at the junior high level. At this time, the student will become more cognizant of his/her attitudes, skills and interests. Also, early identification of a vocation will allow the student to practice skills during their remaining school years in order to sufficiently reach mastery level by graduation time.

PARTICIPANTS: A multidisciplinary team is required to effectively carry out activities involved at this stage. The teacher will be primarily responsible for conducting the activities and should share all activities with the parents. At this stage, the parents can encourage their child to investigate skills and interests in careers and vocations. Program planning can evolve out of these exploration activities and should include all those providing direct services to the student which includes parents, teacher, counselor and any others such as employers or community resources.

RELEVANCE/IMPORTANCE: Although vocational exploration is seen as a critical area to concentrate on at the junior high level, it should be a continuous process. As the student enters the world of work, he/she should continue to explore vocational opportunities. Skills, attitudes and interests gained during this stage will give the student a foundation upon which to build in the future. The student's self-esteem and confidence level can only be enhanced through such experiences.

Additional Resources

Resource: Career Education for Handicapped Individuals, Charles Kokaska & Donn Brolin (1985)

Source: Charles E. Merrill
1300 Alum Creek Drive
Columbus, OH 43216

Resource: Vocational Special Needs, Michelle D. Sarkees & John L. Scott (1985)

Source: American Technical Publishers, Inc.
Alsip, IL 60658

Resource: How to Help Your Child Choose A Career, Luther B. Otto (1984)

Source: M. Evans and Company, Inc.
216 East 49th Street
New York, New York 10017

PHASE III VOCATIONAL PREPARATION

OVERVIEW: Vocational instruction is a viable option for a handicapped student. Research has indicated that many handicapped individuals are not able to make the transition from school to work because they are not prepared to meet the needs of employers and society. Vocational instruction provides handicapped individuals with needed skills to succeed. However, it is likely that some students may need additional instruction because they did not have the background to learn the vocational skills taught. In order to facilitate vocational instruction, prevocational training may be necessary. In Missouri, such prevocational skills are often referred to as entry level skills and are taught by special education teachers in order to enhance a student's chance for success once they are enrolled in a vocational training program.

While career education programs should start at the earliest level possible, prevocational training should generally begin about the time the student is in the 7th grade but should be well underway by the time the student is in the 9th grade. The degree of training depends on the readiness of the student to develop responsibility for learning skills that are closely related to the world of work.

PARTICIPANTS: At this level in the transition process the number of individuals involved with the student's program increases. Student, parents, special education teacher and counselor are some of the individuals who play an important role in prevocational training and vocational instruction. As the student begins prevocational training his/her input and involvement should begin with attendance at IEP meetings. The parents' support is essential for the total success of the student's

transition which includes independent living and employment. The special education and vocational educators assist the student by developing an awareness of the variety of occupational opportunities available to the student and instructing the student in prevocational and vocational skills needed for employment. The counselor can provide assistance by informally assessing the interests of the individual, ensuring that students are made aware of all training options, and serving as a communication liaison between teacher, student and home.

RELEVANCE/IMPORTANCE: Preparation of the student to enter the vocational class may be essential to his/her success within that class. By providing a solid prevocational preparation, the student's knowledge and skills may be more closely aligned with those of his/her classmates. Vocational preparation will provide the student an equal opportunity to succeed.

Additional Resources

Resource: Vocational Special Needs, Michelle D. Sarkees and John L. Scott (1985)

Source: American Technical Publishers, Inc.
Alsip, IL 60658

Resource: Vocational Preparation of Persons With Handicaps, Donn E. Brolin (1982)

Source: Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, OH 43216

Resource: Entry Level Skills Instructional Manual, Carl T. Cameron and Jodi Johnson (Missouri Linc 1983)

Source: Instructional Materials Laboratory (IML)
University of Missouri-Columbia
10 Industrial Education Building
Columbia, MO 65211

PHASE IV SKILL TRAINING AND PLACEMENT

OVERVIEW: Not all students go on to a college for additional education. In many instances other options exist that meet the needs of the individual. One such option is vocational training. Vocational training consists of organized educational programs directly related to the preparation of individuals for a career less than a baccalaureate degree. Vocational instruction is a viable option for a handicapped student. Research has indicated that many handicapped individuals are not able to make the transition from school to work because they are not prepared to meet the needs of employers and society. Vocational instruction provides handicapped individuals with needed skills to succeed.

For the handicapped student, various vocational programs exist which will enhance transition from school to work. The most common option is placement within a regular vocational program. The student who will benefit from the standard curriculum either with or without assistance often enters these programs. Another option is individualized vocational training. This is an option for the student who needs one-to-one training. For other handicapped students, the Cooperative School Work Program or the Cooperative Occupational Education Program are viable choices.

These programs provide the student with supervised work experience within the community. Each local education agency provides different types of vocational training; therefore, it is important to identify those programs that exist in the local education agency.

Vocational training for most students occurs during their junior and senior years. However, for a handicapped student vocational training may require more time than the traditional one or two year program. It is important that vocational training is begun when the student is ready and continues until the student has marketable skills. Students may enter vocational education earlier than the 11th grade in Missouri. This is called "early entry." When the student reaches the age of twenty-one and the local education agency is no longer responsible for that training, then other options must be utilized to provide training.

PARTICIPANTS: Inclusion of the vocational instructor and resource personnel is important to the success of the handicapped student. The vocational instructor is most knowledgeable about the vocational program and can provide information on how it can fit the needs of the handicapped student. Resource personnel can provide support services for the student as well as assist the instructor in any modification to the program and curriculum.

RELEVANCE/IMPORTANCE: All students need training in general employability skills but for the student with a handicap, appropriate vocational training specific to his/her interests and abilities may be the difference between success and failure in making the transition from school to work. Many ways exist to gain this training. The student, parents and educators need to determine vocational training needs and choose appropriate programs to meet the student's needs.

Additional Resources

- Resource: Employability for the Special Needs Learner, Jerry L. Wircenski (1982)
- Source: Aspen Publications Systems Corporation
1600 Research Boulevard
Rockville, MD 20850
- Resource: Competitive Employment: New Horizons for Severely Disabled Individuals (1981)
- Source: Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21204
- Resource: Training the Handicapped for Productive Employment, Robert A. Weisberger, Peter R. Dahl & Judith A. Appleby (1980)
- Source: Aspen Publications Systems Corporation
1600 Research Boulevard
Rockville, MD 20850

PHASE V POST-SCHOOL TRANSITION

OVERVIEW: Will (1984) identified three options of services that should be made available to the handicapped student. The first, no special services, involves movement through school and into employment without additional services or utilizing those services available to the general population. The second, time-limited services, includes services that lead to independent employment at the termination of the service. The last, ongoing services, involves services that continue for the duration of employment.

Transition without special services requires that the student makes the transition based on his/her own resources or those generally available to the others. In many instances special accommodations are made for the student's handicap. However, through individual efforts or help from others, the handicapped student is able to secure employment or postsecondary education options such as community colleges and vocational/technical schools.

Transition with time-limited services consists of temporary services that lead to employment. The presence of a handicap often qualifies the student for additional support services provided by Vocational Rehabilitation, postsecondary vocational education, and other job training programs. Access to these programs is usually restricted to those students who upon completion are capable of employment.

Transition with ongoing services allows students with handicaps to take advantage of work opportunities. This means that whatever ongoing support is necessary to maintain employment is used. Making this pathway a viable transition alternative involves establishing local services and supportive policies that allow combinations of work opportunities and ongoing support.

PARTICIPANTS: It is extremely important that all participants involved with the transition from school to work are included in the selection of transition options. Determining the variety of options available is sometimes difficult and for some students few options exist. Therefore, it is important that everyone involved at this level of transition be informed and knowledgeable of the options available. Whatever option is selected, it is vital that all participants understand their role in the process and that each adhere to his/her obligations.

RELEVANCE/IMPORTANCE: Although the types of transition options are diverse for some students with a handicap, few options may exist for others. Therefore, it becomes more important that communication and coordination of services exist. Selections of the appropriate service option is essential if the individual is to make a successful transition.

Additional Resources

Resource: Vocational Preparation of Persons With Handicaps, Donn E. Brolin (1982)

Source: Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, OH 43216

Resource: Competitive Employment: New Horizons for Severely Disabled Individuals (1981)

Source: Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21204

Resource: Training the Handicapped for Productive Employment, Robert A. Weisberger, Peter R. Dahl & Judith A. Appleby (1980)

Source: Aspen Publications Systems Corporation
1600 Research Boulevard
Rockville, MD 20850

REFERENCES

Will, M. (June, 1984). *Bridges from school to work life*. Interchange, 2-6.

PROGRAM PLANNING AND EVALUATION

Overview of Planning Transition Programs

Developing an appropriate transition process within a community needs to be a comprehensive, well-conceived and coordinated plan. The diversity of individuals with handicaps who will go through the process requires that it has the flexibility to adapt to their needs. These needs will be diverse and no one agency or person will be able to meet them alone. Because of the diversity, planning must include all those individuals and agencies who will be involved in the process. Included in the planning should be representatives from:

1. the local education agency;
2. parent organizations;
3. the community (employers);
4. rehabilitation facilities;
5. residential facilities; and
6. other agencies involved in transition within the community.

A systematic way of planning for transition must be developed by the community to insure that handicapped individuals receive, to the maximum extent possible, the appropriate transition services. For most situations, the local educational agency (LEA) will be the agent to initiate the planning. However, any individual or agency can be the catalyst for planning. What is important is that a systematic means of planning the transition process is developed by all the potential participants in the process. The planning process should include:

1. identifying the elements of a transition program currently in place in the LEA;
2. identifying the voids in a transition program which are needed to put an effective transition program into place for all handicapped individuals;
3. coordinating the various agencies and institutions in the state and community which are involved in the transition process;
4. developing a plan to enhance existing transition elements and fill the voids in the transition process; and
5. developing an evaluation system to insure that the transition process is comprehensive and fits the needs of handicapped individuals.

The vast majority of individuals with handicaps are receiving their education and the bulk of their transition services from the LEAs. Because of this, the LEAs should be able to identify the existing transition services that are being utilized and any areas of transition that need to be enhanced.

An effective means of identifying both existing transition strengths and weaknesses is through surveying appropriate participants (See Appendices for sample surveys). Surveys can be distributed by the planning committee or an individual designated by the LEA. Surveys should be distributed to those most directly involved in the transition process. This would include:

1. educators;
2. employers;
3. students; and
4. parents.

These surveys would be designed in such a manner as to identify the status of the existing transition components and identify components that may need to be added or enhanced. The content of the surveys would vary from community to community. The planning committee needs to identify the important components of transition and develop surveys based on these components. Although the surveys will differ, the components should include questions that focus on the following concepts:

1. use of the IEP;
2. dissemination of information;
3. coordination among agencies;
4. cooperation among transition participants; and
5. availability of alternative programs.

The surveys should be kept very simplistic. This will make for easier collection of the data, higher completion rate and easier analysis. Needless to say, the more individuals who complete the survey the more valuable information about transition will be obtained. Analysis of the data can be as simple as percentage of responses or can be more complicated and use higher orders of analysis. The important point is that the survey is designed with specific objects in mind and the analysis of data provides information about those objectives. The results from the surveys concerning each of the objectives should be summarized. For example, the survey may indicate that parents and students are receiving information about transition options from a variety of sources and in some cases, are receiving no information at all. It appears that no systematic means of disseminating information has been developed within the LEA. The implications for the parent and student are:

1. a lack of awareness about the options exists;
2. the student may not have selected appropriate options;
3. educators may not be aware of all the viable options; and
4. all the options within the community may not be used.

Also, if the vocational educators indicate a lack of knowledge about the IEP and its goals and objectives, communication may need to be improved. Since the IEP is the vehicle that insures that the handicapped student receives an individualized program, coordination of the IEP is essential. The implications for a lack of communication concerning the IEP are:

1. the content of the IEP may be inappropriate if the vocational educator had no input;
2. the curriculum may not fit the needs of the individual;
3. no modifications may exist to aid the handicapped individual;
4. the vocational program may not be individualized for the handicapped student; and
5. the student may exit the program without the necessary skills for employment.

The summary of the survey results needs to address both the strengths and concerns of the transition process. It should include information about each of the major components of transition that were addressed in the surveys. This summary can then be used to guide in the development of a plan to organize transition efforts.

Developing a Transition Plan

After the strengths and concerns of the transition process within the LEA have been identified, a plan should be developed that will continue to support the strong elements of transition and also supplement and improve the weak elements. The summary of the survey should identify both these strengths and concerns. Within the LEA, many strengths will exist. These probably will include:

1. extensive use of the IEP;
2. a variety of program options within the LEA;
3. extensive supplemental services;
4. existence of many agencies outside the LEA; and
5. individuals interested in improving the transition process.

The plan will provide a means whereby the LEA can enhance the already strong elements of transition and make them of even more benefit to the handicapped individual. In order to enhance them, a well-developed plan of action needs to be developed. This plan of action should include:

1. establishing goals and objectives to improve the transition process;
2. designating individual responsibilities;
3. determining timelines;
4. establishing periodic review meetings;
5. scheduling inservices;
6. disseminating information; and
7. developing evaluation plans.

The plan should also address the areas of concern within the transition process. Most LEAs will have all the major components of transition in place. However, problems may exist in the areas of coordination, communication and cooperation. Some of the common concerns for:

Parents/Students are:

1. involvement in the IEP process;
2. dissemination of transition information;
3. awareness of transition; and
4. planning ahead for future options.

Community/Employer are:

1. awareness of their role in the transition process;
2. acceptance of handicapped individuals; and
3. job development.

Educators are:

1. long range planning for the student;
2. inclusion of transition goals in IEP;
3. development of appropriate vocational objective in IEP;
4. communication between special educator and vocational educator; and
5. knowledge of viable options within the community for the student.

LEA/Community are:

1. coordination of services with other agencies;
2. providing an extension of services to adult service providers;
3. communication about transition within the LEA;
4. community awareness about transition and the handicapped; and
5. job development.

Although the LEA probably will be the agency that instigates the plan, all of the various agencies and institutions in the community that provide services need to be involved in planning. Within the LEA, the administration and representatives from vocational education and special education should be involved as well as secondary counselors. The planning team is an essential part of the evaluation process. Each member of the team brings unique qualities and strengths to the process. Because of the various backgrounds of the members of the planning team, they will be better able to:

1. identify all the components of the transition process;
2. evaluate the components appropriately;
3. give detailed attention to areas of transition that are a concern; and
4. aid in dissemination and implementation of the plan.

The number of participants will vary depending on the size of the community and the availability of services. It is important that a cross section of the community is represented on the planning team. The team should probably be comprised of **at least** five individuals but certainly not more than ten unless there are extenuating circumstances. If all of the transition alternatives for individuals with handicaps are to be identified and provided, all the service providers must be involved in the process. Each has unique capabilities and only through a combined effort can all of the handicapped be served. Some of the activities that the transition planning team might undertake as part of the process are:

1. developing cooperative agreements between agencies identifying responsibilities;
2. creating new programs or hiring new personnel to fill existing gaps in transition;
3. developing a communication network among participants;
4. sharing resources, facilities, etc., with other agencies; and
5. developing a model of the transition program.

Evaluating Transition Programs

An additional step in developing a transition program is to establish a periodic evaluation of that program. Similar to other programs within the LEA and community, a transition program needs to be evaluated to insure that the needs of individuals with handicaps are being met. Over the years as a community grows, the transition program must adapt and reflect that change.

The periodic evaluation of the transition program will be similar to the initial planning phase. The evaluation can occur through a series of surveys with the same basic objectives as the initial surveys. These would be again distributed to the

participants in the transition process by representatives of the LEA and/or community. Vocational educators and special educators, employers, students and parents would be surveyed to determine if the needs of the handicapped individuals who were in transition from school to work were being met (See Appendices for sample surveys). The objectives would correlate to those skills the individual needs to gain employment, live independently, and foster a social life. The steps in the evaluation would be:

1. identify participants in the transition process;
2. develop surveys to analyze current status of the transition program;
3. collect and analyze data;
4. summarize findings from the surveys; and
5. develop a plan of action to improve the identified weaknesses in the program.

The evaluation process could be coordinated by a number of different individuals. Someone from the agency who instigates the process will probably be responsible for the overall coordination. However, different individuals could be responsible for the different phases. For example, the following people could be responsible for each of these phases:

1. evaluating the LEAs program - special educator, vocational resource educator or an administrator;
2. involvement of employers in the process - job placement specialist;
3. participation of parents - parents, members of an advocacy group, teacher; and
4. coordination of service providers - administrator from one of the agencies.

The evaluation would indicate any changes that had occurred in the transition process since the initial surveys. The evaluation should:

1. provide support for areas of strength that were identified earlier;
2. indicate improvement in some areas of transition; and
3. show areas of the process that still need improvement.

After the evaluation, the transition planning team would again develop a plan of action to improve the process. Some of the activities they might engage in are:

1. provide inservices to educators about specific problems in transition;
2. develop employer workshops;
3. disseminate information to parents;
4. develop agreements between agencies to supply needed services;
5. apply for grant money to supplement any weak components; and
6. develop community awareness of transition needs.

Summary

In order for the transition process to work, the participants in the process must work together in a cooperative, coordinated manner. The development of a transition plan will facilitate these efforts and periodic evaluation will ensure that the process meets the needs of all. If handicapped individuals as a whole are to reach their potential, every effort must be made to provide them with an equal opportunity to

succeed. Only through appropriate transition services can handicapped individuals have the opportunity to develop the skills necessary to be competitive in the work place.

Planning provides the means whereby a community can ensure that the handicapped are receiving the services necessary for transition. This process must be continual, so that changes in the community and economy are reflected in services provided to the handicapped individual.

Planning a total transition program is essential to success. However, developing an individual plan for transition is as important (See Appendices for sample plan). An individual plan will ensure the student the services they need to have a reasonable chance to succeed in the workplace. North Dakota's individual transition plan includes:

1. an extension of the IEP that provides long range goals;
2. all factors which influence program decisions;
3. combined efforts of parents, students, school representatives and adult service providers;
4. objectives that help meet long range goals that lead to independent living and employment;
5. the following considerations in IEP Transition Plan:
 - a. life skills,
 - b. income support,
 - c. work/vocational placement/continued education,
 - d. residential placement,
 - e. community leisure options,
 - f. transportation,
 - g. medical needs,
 - h. long term medical care,
 - i. advocate/guardianship,
 - j. maintenance of family relationships,
 - k. insurance,
 - l. follow-up, and
 - m. others as appropriate; and
6. other factors in transition planning:
 - a. the skills and preference of the individual student and family,
 - b. family values (the relative importance of work success and wages, integration, etc.),
 - c. family resources (time or money to supplement other services), and
 - d. appropriateness of local services.

The transition process varies from community to community because of the different philosophies, activities and definitions that exist. It is not the intent of this section to suggest that LEAs subscribe to the same philosophy or definition of transition. This section is meant to provide the LEA with information, ideas and suggestions, about how to improve the transition process already existing in the LEA and community. All the information presented should be modified and/or refined to meet the specific needs of the LEA and community. No two transition programs will look alike, just as no two communities are alike.

APPENDICES

- A. Non-Vocational Students Survey
- B. Vocational Students Survey
- C. Graduate Students Survey
- D. Parent Survey
- E. Special Education Survey
- F. Vocational Education Survey
- G. Employer Survey
- H. Student Follow-up Survey
- I. Parent Follow-up Survey
- J. Special Education Follow-up Survey
- K. Vocational Education Follow-up Survey
- L. Employer Follow-up Survey
- M. Program Evaluation
- N. Sample Transition Plan

APPENDIX A
NON-VOCATIONAL STUDENTS SURVEY

1. Name _____

2. Program

- ____ 1. Cooperative School Work Program (VAC)
- ____ 2. Vocational Education
- ____ 3. Modified Vocational Education
- ____ 4. Individual Vocational Training (IVT)/Community Classroom
- ____ 5. None
- ____ 6. Graduate

3. Classification

- ____ 1. Behavioral Disordered (BD)
 - ____ 2. Learning Disabled (LD)
 - ____ 3. Educable Mentally Handicapped (EMH)
 - ____ 4. Educational Resource Teacher-Learning Disabled (ERT-LD)
 - ____ 5. Educational Resource Teacher-Behavior Disordered (ERT-BD)
 - ____ 6. Other
-

4. Did you discuss your choice of classes with anyone at school?

____ yes ____ no

5. Who did you discuss this with?

- ____ 1. special education teacher
- ____ 2. classroom teacher
- ____ 3. vocational evaluator
- ____ 4. vocational resource educator
- ____ 5. counselor
- ____ 6. principal
- ____ 7. vocational teacher
- ____ 8. other, please specify _____

6. Which of these things did you do?

- ____ 1. vocational evaluation (evaluation lab)
- ____ 2. career exploration (What class did you do it in?)
- ____ 3. toured or discussed vocational classes

7. Did you attend your IEP meeting?

____ yes ____ no

8. Did you choose the classes you would take?

____ yes ____ no

9. Why did you decide not to take any vocational programs?

- ☐ 1. wanted to take college prep classes
- ☐ 2. not interested in any of the vocational programs
- ☐ 3. not aware of the vocational programs and what they would do for me
- ☐ 4. told not to take a vocational program
- ☐ 5. wanted to be in classes with my friends
- ☐ 6. no vocational classes recommended
- ☐ 7. not enough room in my schedule
- ☐ 8. other, please specify _____

10. Who most influenced your decision not to take a vocational class?

- ☐ 1. parents/family
- ☐ 2. friends
- ☐ 3. teacher
- ☐ 4. counselor
- ☐ 5. principal
- ☐ 6. no one (my own decision)
- ☐ 7. other individuals, please specify _____

11. If you could, would you like to take a vocational class?

- ☐ yes ☐ no

12. What are your future plans?

- ☐ 1. college/junior college
- ☐ 2. military service
- ☐ 3. technical school
- ☐ 4. immediate full-time job
- ☐ 5. part-time employment and school
- ☐ 6. don't know

APPENDIX B
VOCATIONAL STUDENTS SURVEY

1. Name _____
2. Program
 - ____ 1. Cooperative School Work Program (VAC)
 - ____ 2. Vocational Education
 - ____ 3. Modified Vocational Education
 - ____ 4. Individual Vocational Training (IVT)/Community Classroom
 - ____ 5. None
 - ____ 6. Graduate
3. Classification
 - ____ 1. Behavioral Disordered (BD)
 - ____ 2. Learning Disabled (LD)
 - ____ 3. Educable Mentally Handicapped (EMH)
 - ____ 4. Educational Resource Teacher-Learning Disabled (ERT-LD)
 - ____ 5. Educational Resource Teacher-Behavior Disordered (ERT-BD)
 - ____ 6. Other

4. Did you discuss your choice of classes with anyone at school?
____ yes ____ no
5. Who did you discuss this with?
 - ____ 1. special education teacher
 - ____ 2. classroom teacher
 - ____ 3. vocational evaluator
 - ____ 4. vocational resource educator
 - ____ 5. counselor
 - ____ 6. principal
 - ____ 7. vocational teacher
 - ____ 8. other, please specify _____
6. Which of these things did you do?
 - ____ 1. vocational evaluation (evaluation lab)
 - ____ 2. career exploration (What class did you do it in?)
 - ____ 3. toured or discussed vocational classes
7. Did you attend your IEP meeting?
____ yes ____ no
8. Did you choose the classed you would take?
____ yes ____ no

9. Why did you decide to choose vocational training?

- ☐ 1. wanted to take a vocational class
- ☐ 2. wanted to be in classes with my friends
- ☐ 3. think it will help to get a job
- ☐ 4. told to take a vocational program
- ☐ 5. dislike academic classes (English, Science, Math, etc.)
- ☐ 6. other reasons, please specify _____

10. Who influenced your decision the most?

- ☐ 1. parents/family
- ☐ 2. friends
- ☐ 3. teacher
- ☐ 4. counselor
- ☐ 5. principal
- ☐ 6. no one (my own decision)
- ☐ 7. other individuals, please specify _____

11. Are you learning what you thought you would learn?

- ☐ yes ☐ no

12. RATE YOUR TRAINING—Below is a list of topics or areas that vocational education programs teach. Please RANK those topics in order of importance with 1 being the most important and 5 the least important. Each topic must have a different number.

- ☐ 1. basic skills (reading, writing, and math)
- ☐ 2. work experience (actually having had a job)
- ☐ 3. communication skills (ability to express yourself to others)
- ☐ 4. work attitude and human relations skills (getting along with others, dependability, etc.)
- ☐ 5. vocational and technical knowledge and skills (mastery of technical skills)

13. Would you choose a different program if you could?

- ☐ yes ☐ no

14. What program?

- ☐ non-vocational ☐ different vocational ☐ other

15. Why would you choose a different program?

16. What skills/services could have helped or did help in getting your job?

- ☐ 1. good technical background
- ☐ 2. previous work experience
- ☐ 3. good job hunting skills
- ☐ 4. knowing the right people
- ☐ 5. help by a placement counselor (Job Placement Services)
- ☐ 6. other, please specify _____

APPENDIX C
FORMER STUDENTS SURVEY

1. Name _____

2. Program

- ____ 1. Cooperative School Work Program (VAC)
- ____ 2. Vocational Education
- ____ 3. Modified Vocational Education
- ____ 4. Individual Vocational Training (IVT)/Community Classroom
- ____ 5. None
- ____ 6. Graduate

3. Classification

- ____ 1. Behavioral Disordered (BD)
 - ____ 2. Learning Disabled (LD)
 - ____ 3. Educable Mentally Handicapped (EMH)
 - ____ 4. Educational Resource Teacher-Learning Disabled (ERT-LD)
 - ____ 5. Educational Resource Teacher-Behavior Disordered (ERT-BD)
 - ____ 6. Other
-

4. Did you discuss your choice of classes with anyone at school?

____ yes ____ no

5. Who did you discuss this with?

- ____ 1. special education teacher
- ____ 2. classroom teacher
- ____ 3. vocational evaluator
- ____ 4. vocational resource educator
- ____ 5. counselor
- ____ 6. principal
- ____ 7. vocational teacher
- ____ 8. other, please specify _____

6. Which of these things did you do?

- ____ 1. vocational evaluation (evaluation lab)
- ____ 2. career exploration (What class did you do it in?)
- ____ 3. toured or discussed vocational classes

7. Did you attend your IEP meeting?

____ yes ____ no

8. Did you choose the classes you would take?

____ yes ____ no

9. Are you employed?

☐ yes ☐ no

10. How long have you been at your present job?

date employed _____

11. What type of employment?

☐ part-time ☐ full-time

12. Are you in a field related to your training?

☐ yes ☐ no

13. If not employed, why haven't you found employment?

☐ 1. continuing education (college, vo-tech school)

☐ 2. poor health

☐ 3. laid-off recently

☐ 4. raising a family

☐ 5. unable to find work

☐ 6. other, please specify _____

14. What skills/services could have helped or did help in getting your job?

☐ 1. good technical background

☐ 2. previous work experience

☐ 3. good job hunting skills

☐ 4. knowing the right people

☐ 5. help by a placement counselor (Job Placement Services)

☐ 6. other, please specify _____

15. What methods did you use to try and locate a job?

16. What other community agencies have you used to help obtain employment?

APPENDIX D

PARENT SURVEY

1. What experiences do you feel influenced your son/daughter in his/her decisions in planning his/her schedule? (Please check all appropriate responses.)
 - ☐ 1. vocational evaluation (evaluation lab)
 - ☐ 2. career exploration
 - ☐ 3. toured or discussed vocational classes
 - ☐ 4. do not know
2. Who do you think influenced his/her decision the most? (Please check only one.)
 - ☐ 1. parents/family
 - ☐ 2. friends
 - ☐ 3. teacher
 - ☐ 4. counselor
 - ☐ 5. principals
 - ☐ 6. no one (their own decision)
 - ☐ 7. other individuals, please specify _____
3. Some elements of vocational education are considered RELATIVELY more important than others. Please rank the following elements of vocational education in order from 1 (the most important) to 5 (the least important). Each element must have a different rank.
 - ☐ 1. academic skills (reading, writing and math)
 - ☐ 2. work experience (actually having had a job)
 - ☐ 3. communication skills (ability to express yourself to others)
 - ☐ 4. work attitude and human relations skills (getting along with others, dependability, etc.)
 - ☐ 5. vocational and technical knowledge and skills (mastery of technical skills)
4. What are your son/daughter's future plans?
 - ☐ 1. college/junior college
 - ☐ 2. military service
 - ☐ 3. technical school
 - ☐ 4. immediate full-time employment
 - ☐ 5. part-time employment and school
 - ☐ 6. don't know
 - ☐ 7. other, please specify _____
5. What skills/services could have helped or did help your son/daughter in getting his/her job? (Please check only one.)
 - ☐ 1. good technical background
 - ☐ 2. previous work experience
 - ☐ 3. good job hunting skills
 - ☐ 4. knowing the right people
 - ☐ 5. help by a placement counselor (Job Placement Services)
 - ☐ 6. other, please specify _____

6. How will or did your son/daughter get his/her first job? (Please check only one.)
- ☐ 1. job placement services
 - ☐ 2. family/relatives
 - ☐ 3. friends
 - ☐ 4. training supervisor
 - ☐ 5. vocational instructor
 - ☐ 6. on his/her own
 - ☐ 7. don't know
7. Did you talk with anyone at school about your son/daughter's options?
- ☐ yes ☐ no
8. Who did you discuss the options with? (Please check all appropriate responses.)
- ☐ 1. special education teacher
 - ☐ 2. classroom teacher
 - ☐ 3. vocational evaluator
 - ☐ 4. vocational resource educator
 - ☐ 5. counselor
 - ☐ 6. principal
 - ☐ 7. vocational teacher
 - ☐ 8. other, please specify _____
9. Have you attended your son/daughter's IEP meetings?
- ☐ yes ☐ no
10. Do you feel you participated in planning or writing the IEP?
- ☐ yes ☐ no
11. If yes, how did you participate? (Please check all appropriate responses.)
- ☐ 1. attended (# of times _____, # of years _____)
 - ☐ 2. signed IEP
 - ☐ 3. offered suggestions
 - ☐ 4. asked questions
 - ☐ 5. asked for evaluation
 - ☐ 6. other, please specify _____
12. What could be done to secure more jobs for handicapped students?
13. Are you aware of funds/services/programs available to assist handicapped students in making the transition from school to work?
- ☐ yes ☐ no

14. Which of the following services are you aware of? (Please check all appropriate responses.)

Jobs

- ____ 1. Division of Vocational Rehabilitation
- ____ 2. Job Training Partnership Act (JTPA)
- ____ 3. Missouri Job Service
- ____ 4. Private employment agency
- ____ 5. other, please specify _____

General Assistance

- ____ 1. Group Homes
- ____ 2. Social Security
- ____ 3. Missouri Division of Family Services
- ____ 4. other, please specify _____

15. What services do you feel public schools should provide for handicapped students in their transition from school to work? (Please be as specific as possible.)

16. What services does the community need in order to better assist handicapped students in transition from school to work? (Please list.)

17. If you feel that your concerns about transition have not been addressed in any of the questions, please list these concerns.

APPENDIX E
SPECIAL EDUCATION SURVEY

1. Name _____
2. Program _____
School _____
3. Classification of students you work with:
____ 1. Learning Disabled (LD)
____ 2. Educable Mentally Handicapped (EMH)
____ 3. Behaviorally Disordered (BD)
____ 4. other, please specify _____
4. Number of students you work with? _____
5. Grade levels _____
6. Are you involved in the decision to have students placed in your class/program?
____ yes ____ no ____ sometimes
7. Do you attend your students' IEP meetings?
____ yes ____ no ____ sometimes
8. Do you encourage your students to attend their IEP meetings?
____ yes ____ no ____ sometimes
9. Are vocational teachers, vocational evaluators, and/or vocational resource educators encouraged to attend your students' IEP meetings?
____ yes ____ no ____ not applicable
10. Do you have knowledge of your students' vocational interests and abilities before the IEP meeting?
____ yes ____ no ____ not applicable
11. Besides employment or vocational objectives, are there objectives that prepare your students for daily living?
____ yes ____ no ____ sometimes
12. Within your students' IEPs, are there objectives that prepare a student for a vocational class?
____ yes ____ no ____ sometimes
13. Are there vocational objectives in the IEPs for students who are receiving vocational training?
____ yes ____ no ____ sometimes ____ not applicable

14. Do you arrange any of the following activities for your students?
- ☐ 1. vocational evaluation
 - ☐ 2. career exploration
 - ☐ 3. tours or discussion of vocational classes
15. Please indicate with a check which of the following you are knowledgeable about:
- ☐ 1. modified vocational classes
 - ☐ 2. regular vocational classes
 - ☐ 3. Vocational Adjustment Coordinator (VAC)
 - ☐ 4. Vocational Resource Educator (VRE)
 - ☐ 5. evaluation lab
 - ☐ 6. entry level skills curriculum
 - ☐ 7. career education
16. Do you feel you are knowledgeable enough of the above mentioned options to counsel handicapped students about them?
- ☐ yes ☐ no
17. Do you communicate regularly with vocational instructors who teach your students?
- ☐ yes ☐ no ☐ not applicable
18. Do you communicate regularly with the VRE about your students who are in vocational classes?
- ☐ yes ☐ no ☐ not applicable
19. Do you communicate regularly with the VAC about your students who are in the Cooperative School Work Program?
- ☐ yes ☐ no ☐ not applicable
20. Which of the following do you include in your curriculum?
- ☐ 1. socialization skills
 - ☐ 2. daily living skills
 - ☐ 3. job seeking skills
21. Do you feel the communication between vocational and special education programs could be improved?
- ☐ yes ☐ no
22. If yes, what type of networking activities would you like to see between vocational education and special education to improve communication? (please list)

23. What percentage of your students have jobs?

- ☐ 1. 0-25
- ☐ 2. 26-50
- ☐ 3. 51-75
- ☐ 4. 76-99
- ☐ 5. ALL
- ☐ 6. Not applicable

24. What percentage of your students do you feel would benefit from a work experience program?

- ☐ 1. 0-25
- ☐ 2. 26-50
- ☐ 3. 51-75
- ☐ 4. 76-99
- ☐ 5. ALL

25. What percentage of your students receive vocational training (modified or regular vocational class)?

- ☐ 1. 0-25
- ☐ 2. 26-50
- ☐ 3. 51-75
- ☐ 4. 76-99
- ☐ 5. ALL
- ☐ 6. Not applicable

26. What percentage of your students do you feel would benefit from vocational classes?

- ☐ 1. 0-25
- ☐ 2. 26-50
- ☐ 3. 51-75
- ☐ 4. 76-99
- ☐ 5. ALL

27. What could be done to secure more jobs for your students?

28. Are you aware of funds/services/programs available to assist handicapped students in making the transition from school to work?

- ☐ yes ☐ no

29. Which of the following services are you aware of?

Jobs

- _____ 1. Division of Vocational Rehabilitation
- _____ 2. Job Training Partnership Act (JTPA)
- _____ 3. Missouri Job Service
- _____ 4. Private employment agency
- _____ 5. other, please specify _____

General Assistance

- _____ 1. Group Homes
- _____ 2. Social Security
- _____ 3. Missouri Division of Family Services (MDFS)
- _____ 4. other, please specify _____

30. What services do you feel public schools should provide for handicapped students in their transition from school to work? (Please be as specific as possible.)

31. What services does the community need in order to better assist handicapped students in transition from school to work?

32. Some elements of vocational education are considered RELATIVELY more important than others. Please rank the following elements of vocational education in order from 1 (the most important) to 5 (the least important). Each element must have a different rank.

- _____ 1. academic skills (reading, writing and math)
- _____ 2. work experience (actually having had a job)
- _____ 3. communication skills (ability to express yourself to others)
- _____ 4. work attitude and human relations skills (getting along with others, dependability, etc.)
- _____ 5. vocational and technical knowledge and skills (mastery of technical skills)

33. If you feel that your concerns about transition have not been addressed in any of the questions, please list these concerns.

APPENDIX F
VOCATIONAL EDUCATION SURVEY

1. Name _____
2. Program _____
3. School _____
4. Number of special needs students you work with? _____
5. Grade levels _____
6. Who informs special needs students about your class/program as an option for them?
____ 1. special education teacher
____ 2. classroom teacher
____ 3. vocational evaluator
____ 4. vocational resource educator
____ 5. counselor
____ 6. principal
____ 7. myself
____ 8. other, please specify _____
7. Do you participate in the placement decision of special needs students in your class/program?
____ yes ____ no ____ sometimes
8. Are you invited to attend IEP meetings?
____ yes ____ no ____ sometimes
9. What percentage of the IEP meetings do you attend?
____ 1. 0-25
____ 2. 26-50
____ 3. 51-75
____ 4. 76-99
____ 5. ALL
10. If you do attend the IEP meetings, do you have knowledge of the students' vocational interests and abilities before the the meetings?
____ yes ____ no
11. Are there vocational objectives in the IEPs for special needs students who are in your vocational classes?
____ yes ____ no ____ sometimes ____ don't know
12. If there are vocational objectives in the IEP, are you involved in writing them?
____ yes ____ no

13. Please indicate with a check which of the following you are knowledgeable about:

- ☐ 1. modified vocational classes
- ☐ 2. Vocational Adjustment Coordinator (VAC)
- ☐ 3. Vocational Resource Educator (VRE)
- ☐ 4. evaluation lab
- ☐ 5. entry level skills curriculum
- ☐ 6. career education

14. Do you feel you are knowledgeable enough of the above mentioned programs to counsel special needs students on class/program options?

☐ yes ☐ no

15. Do you communicate regularly with special education teachers about the special needs students in your classes?

☐ yes ☐ no

16. If no, why not?

17. Do you communicate regularly with the VRE about the special needs students in your classes?

☐ yes ☐ no

18. If no, why not?

19. Do you feel the communication between vocational and special education programs could be improved?

☐ yes ☐ no

20. If yes, what type of networking activities would you like to see between vocational education and special education to improve communication? (please list)

21. What percentage of your special needs students do you feel would benefit from related work experience while in school?

- ☐ 1. 0-25
- ☐ 2. 26-50
- ☐ 3. 51-75
- ☐ 4. 76-99
- ☐ 5. ALL

22. What other work related experiences do you feel a special needs student would benefit from beside your class or employment?

23. What percentage of your special needs students have or get jobs upon completion of school? (please estimate)

- ☐ 1. 0-25
- ☐ 2. 26-50
- ☐ 3. 51-75
- ☐ 4. 76-99
- ☐ 5. ALL

24. Do you feel that a work experience program in a related field should be provided after completion of your class?

☐ yes ☐ no

25. What do you feel could be done to secure more jobs for your special needs students?

26. Are you aware of funds/services/programs available to assist special needs students in making the transition from school to work?

☐ yes ☐ no

27. Which of the following services are you aware of?

Jobs

- ☐ 1. Division of Vocational Rehabilitation
- ☐ 2. Job Training Partnership Act (JTPA)
- ☐ 3. Missouri Job Service
- ☐ 4. Private employment agency
- ☐ 5. other, please specify _____

General Assistance

- ☐ 1. Group Homes
- ☐ 2. Social Security
- ☐ 3. Missouri Division of Family Services (MDFS)
- ☐ 4. other, please specify _____

28. What services do you feel public schools should provide for special needs students in their transition from school to work? (Please be as specific as possible.)

29. What services does the community need to provide in order to better assist handicapped students in transition from school to work?

30. Some elements of vocational education are considered RELATIVELY more important than others. Please rank the following elements of vocational education in order from 1 (the most important) to 5 (the least important). Each element must have a different rank.

- _____ 1. academic skills (reading, writing and math)
- _____ 2. work experience (actually having had a job)
- _____ 3. communication skills (ability to express yourself to others)
- _____ 4. work attitude and human relations skills (getting along with others, dependability, etc.)
- _____ 5. vocational and technical knowledge and skills (mastery of technical skills)

31. If you feel that your concerns about transition have not been addressed in any of the questions, please list these concerns.

APPENDIX G

EMPLOYER SURVEY*

1. Have you ever employed an individual with a handicap such as a visual impairment, physical impairment, auditory impairment, mental deficit or a learning disability?
____ Yes ____ No
2. Have you ever been contacted about employing a handicapped individual who has successfully completed a vocational training program that would qualify them for employment at your business?
____ Yes ____ No If yes, by whom? _____
3. Given adequate support from the school, would you consider providing a work experience opportunity for a handicapped student who was properly trained?
____ Yes ____ No
4. Would you attend a workshop given for businesses designed to inform you of the advantages of hiring a handicapped individual, financial and personnel support available when hiring a handicapped person, and information about various handicapping conditions?
____ Yes ____ No
5. What services would you like to see provided by the school and community to enhance the employability of handicapped students as they enter the labor market?
6. Some elements of vocational education are considered RELATIVELY more important than others. Please rank the following elements of vocational education in order from 1 (the most important) to 5 (the least important) according to how you see their importance. Each element must have a different rank.
 - ____ 1. academic skills (reading, writing and math)
 - ____ 2. work experience (actually having had a job)
 - ____ 3. communication skills (ability to express yourself to others)
 - ____ 4. work attitude and human relations skills (getting along with others, dependability, etc.)
 - ____ 5. vocational and technical knowledge and skills (mastery of technical skills)

*These questions were added to an employer survey conducted by the Columbia Area Career Center.

APPENDIX H
STUDENT FOLLOW-UP SURVEY

1. What is your current employment status?
☐ 1. presently employed full-time (30 hours or more)
☐ 2. part-time (29 hours or less)
☐ 3. unemployed and looking for work
☐ 4. unemployed and not looking for work
☐ 5. status unknown
2. Not looking for work because:
☐ 1. continuing education
☐ 2. military
☐ 3. illness
☐ 4. parent/guardian
☐ 5. other, please specify _____
3. Present job:
Date Employed _____ Job Title _____
Firm _____
Address _____
Duties _____
☐ Trained-Related ☐ Non-Related Salary _____
4. Did you receive sufficient information about transition options from someone at school?
☐ yes ☐ no
5. Were you encouraged to attend your IEP meeting?
☐ yes ☐ no
6. Did you have input into the content of your IEP?
☐ yes ☐ no
7. If yes, what input did you give?
8. What skills/services helped you in getting a job?
☐ 1. good technical background
☐ 2. previous work experience
☐ 3. good job hunting skills
☐ 4. knowing the right people
☐ 5. help by a placement counselor (Job Placement Services)
☐ 6. other, please specify _____

9. What transition services did you use?

10. What additional services could you have used to obtain employment or get a better job?

11. What additional services could you have used to live more independently?

12. If you feel that your concerns about transition have not been addressed in any of the questions, please list these concerns.

APPENDIX I
PARENT FOLLOW-UP SURVEY

1. What is your son/daughter's current employment status?
 - ☐ 1. presently employed full-time (30 hours or more)
 - ☐ 2. part-time (29 hours or less)
 - ☐ 3. unemployed and looking for work
 - ☐ 4. unemployed and not looking for work
 - ☐ 5. status unknown

2. Not looking for work because:
 - ☐ 1. continuing education
 - ☐ 2. military
 - ☐ 3. illness
 - ☐ 4. parent/guardian
 - ☐ 5. other, please specify _____

3. Present job:
Date Employed _____

Job Title _____

Firm _____

Address _____

_____ Trained-Related _____ Non-Related Salary _____

4. What skills/services helped your son/daughter get his/her job? (Please check only one.)
 - ☐ 1. good technical background
 - ☐ 2. previous work experience
 - ☐ 3. good job hunting skills
 - ☐ 4. knowing the right people
 - ☐ 5. help by a placement counselor (Job Placement Services)
 - ☐ 6. other, please specify _____

5. How did your son/daughter get his/her first job? (Please check only one.)
 - ☐ 1. job placement services
 - ☐ 2. family/relatives
 - ☐ 3. friends
 - ☐ 4. training supervisor
 - ☐ 5. vocational instructor
 - ☐ 6. on his/her own
 - ☐ 7. don't know

6. Were you provided with sufficient information about transition options for your son/daughter?
☐ yes ☐ no

7. Were you recently encouraged to become more involved in planning or writing your son/daughter's IEP?

☐ yes ☐ no

8. If your son/daughter is not employed, what could have been done to help him/her secure employment?

9. What service providers (agencies) did your son/daughter utilize in making the transition from school to work?

10. What service providers (agencies) were contacted but never used by your son/daughter?
(Please list reason they were not used.)

11. Could your son/daughter have used additional services in making the transition from school to work?

☐ yes ☐ no

12. If yes, what type of services could he/she have used?

13. If you feel that your concerns about transition have not been addressed in any of the questions, please list these concerns.

APPENDIX J
SPECIAL EDUCATION FOLLOW-UP SURVEY

1. Name _____
2. Program _____
3. School _____
4. Are more parents attending their son/daughter's IEP meeting?
____ yes ____ no
5. Are more students attending their IEP meetings?
____ yes ____ no ____ sometimes
6. Are more vocational teachers, vocational evaluators, and/or vocational resource educators attending their students' IEP meetings?
____ yes ____ no ____ not applicable
7. Within your students' IEPs, are there more objectives that prepare a student for a vocational class?
____ yes ____ no ____ sometimes
8. Besides employment or vocational objectives, are there more objectives that prepare your students for independent living?
____ yes ____ no ____ sometimes
9. Are there more vocational objectives in the IEPs for students who are receiving vocational training?
____ yes ____ no ____ sometimes ____ not applicable
10. Has the communication between vocational and special education programs improved over the last year?
____ yes ____ no
11. If yes, what type of networking activities have been implemented? (please list)

12. What action has been taken to secure more jobs for your students?

13. Within the last year, what additional transition services have you provided your students?

14. Within the last year, what additional services has the community provided that assist handicapped students in transition from school to work?

15. If you feel that your concerns about transition have not been addressed in any of the questions, please list these concerns.

APPENDIX K
VOCATIONAL EDUCATION FOLLOW-UP SURVEY

1. Name _____

2. Program _____

3. School _____

4. Have you become more involved in the placement decision of special needs students in your class/program?

☐ yes ☐ no ☐ no change

5. Do you attend more IEP meetings than last year?

☐ yes ☐ no ☐ no change

6. Have more vocational objectives been included in the IEPs for special needs students who are in your vocational classes?

☐ yes ☐ no ☐ no change ☐ don't know

7. If there are vocational objectives in the IEP, are you more involved in writing them?

☐ yes ☐ no

8. Has communication between you and the special education teachers about the special needs students in your classes improved over the last year?

☐ yes ☐ no

9. If yes, how has it changed?

10. What action has been taken to secure more jobs for your special needs students?

11. Within the last year, what additional transition services have you provided your students?

12. Within the last year, what services has the community provided that assist handicapped students in transition from school to work?

13. If you feel that your concerns about transition have not been addressed in any of the questions, please list these concerns.

APPENDIX L
EMPLOYER FOLLOW-UP SURVEY*

1. Have you ever employed an individual with a handicap such as a visual impairment, physical impairment, auditory impairment, mental deficit or a learning disability?
_____ Yes _____ No
2. Have you recently been contacted about employing a handicapped individual who has successfully completed a vocational training program that would qualify them for employment at your business?
_____ Yes _____ No If yes, by whom? _____
3. Given adequate support from the school, would you consider providing a work experience opportunity for a handicapped student who was properly trained?
_____ Yes _____ No
4. Have you attended a workshop given for businesses designed to inform you of the advantages of hiring a handicapped individual, financial and personnel support available when hiring a handicapped person, and information about various handicapping conditions?
_____ Yes _____ No
5. Would you be interested in attending a workshop designed to inform you of the advantages of hiring a handicapped individual, financial and personnel support available when hiring a handicapped person, and information about various handicapping conditions?
_____ Yes _____ No
6. What services would you like to see provided by the school and community to enhance the employability of handicapped students as they enter the labor market?

*This survey is designed based on the initial employer survey to determine if any transition activities have taken place since the initial survey

APPENDIX M

PROGRAM EVALUATION

1. Which of the following curriculums are used by the local educational agency in transition?
 - ____ 1. career education
 - ____ 2. pre-vocational training
 - ____ 3. entry level skills training
 - ____ 4. vocational programs
 - ____ 5. on-the-job training
 - ____ 6. cooperative school work program
 - ____ 7. other, please specify _____

2. What additional support services are available within the local educational agency?
 - ____ 1. vocational adjustment coordinator
 - ____ 2. vocational resource educator
 - ____ 3. basic skills instructor
 - ____ 4. supplemental teacher
 - ____ 5. educational resource teacher
 - ____ 6. guidance counselors
 - ____ 7. vocational evaluator
 - ____ 8. other, please specify _____

3. Which of the following transition services are provided?
 - ____ 1. transportation
 - ____ 2. residential placement
 - ____ 3. recreation options
 - ____ 4. job placement/follow-up
 - ____ 5. extended employment
 - ____ 6. health services
 - ____ 7. income support
 - ____ 8. on-the-job training
 - ____ 9. other, please specify _____

4. Which agencies are being used to provide additional transition services?
 - ____ 1. Vocational Rehabilitation
 - ____ 2. Division of Mental Retardation & Developmental Disabilities
 - ____ 3. Bureau of the Blind
 - ____ 4. Private Industry Council (Human Development Corporation)
 - ____ 5. Private Rehabilitation Facilities
 - ____ 6. Association of Retarded Citizens
 - ____ 7. United Cerebral Palsy
 - ____ 8. other, please specify _____

5. Which of the following do you provide transition training/in-service for?

- ☐ 1. parents
- ☐ 2. teachers
- ☐ 3. employers
- ☐ 4. students
- ☐ 5. other agencies
- ☐ 6. others, please specify _____

6. If so, what type of training/in-service is provided?

7. Are there any handicapped individuals who are difficult to provide transition services for?

☐ yes ☐ no

8. If yes, what type of disability and what area of transition?

9. Has the number of handicapped individuals who obtain employment increased over the last year?

☐ yes ☐ no

10. What have you done to increase the chances of employment by a handicapped individual?

- ☐ 1. provided placement assistance
- ☐ 2. provided work-experience
- ☐ 3. taught pre-employment skills
- ☐ 4. provided follow-up for students who obtain a job
- ☐ 5. assisted students in finding other support services
- ☐ 6. other, please specify _____

11. What have you done to insure that handicapped individuals are not pigeonholed into stereotypic jobs?

12. What has been done to insure that students will be able to live as independently as possible?

- ☐ 1. provide training in social skills
- ☐ 2. provide transportation options
- ☐ 3. develop daily living skills
- ☐ 4. provide for a smooth transition in residential/group homes
- ☐ 5. provide counseling/guidance
- ☐ 6. other, please specify _____

13. What has been done to increase awareness/utilization of other agencies?

- ☐ 1. developed cooperative agreements
- ☐ 2. invited to IEP meetings
- ☐ 3. had students/parents visit facilities
- ☐ 4. had educators visit facilities
- ☐ 5. had them provide inservice
- ☐ 6. other, please specify _____

TRANSITION PLAN

Date _____

Student's Name _____ Age _____ Date of Graduation _____

High School _____

Participants _____

Transition Considerations	Recommendations	Responsibilities					
		Student/Parent/Guardian		School		Adult Service Providers	
		Action	Time Line	Action	Time Line	Action	Time Line
1. Life Skills							
2. Income Support							
3. Work/ Vocational Placement/ Education							
4. Residential Placement							

Source: Transition: A Team Approach, North Dakota

TRANSITION PLAN

Transition Considerations	Recommendations	Responsibilities					
		Student/Parent/Guardian		School		Adult Service Providers	
		Action	Time Line	Action	Time Line	Action	Time Line
5. Community Leisure Options							
6. Transportation							
7. Medical Needs							
8. Long Term Care							

Source: Transition: A Team Approach, North Dakota

TRANSITION PLAN

Transition Considerations	Recommendations	Responsibilities					
		Student/Parent/Guardian		School		Adult Service Providers	
		Action	Time Line	Action	Time Line	Action	Time Line
9. Advocate/ Guardianship							
10. Maintenance of Family Relationships							
11. Insurance							
12. Follow-Up							
13. Others As Appropriate							

Source: Transition: A Team Approach, North Dakota

We the undersigned have participated in the development of _____
Transition Plan and agree to carry out the recommendations specified within.

Parent/date

Student/date

Classroom Teacher/date

LEA Representative/date

Adult Service Providers:

/date

/date

/date

/date

/date

/date

Source: Transition: A Team Approach, North Dakota

TRANSITION INFORMATION

TRANSITION RELATED LEGISLATION

INTRODUCTION

Through lobbying, litigation and/or advocacy many changes have been made in the laws as well as the perceptions of the general public regarding individuals with handicaps. New opportunities have been created for the handicapped that allow them to adjust to the community and lead a more normal life. Current legislation has provided a means whereby the handicapped person can gain necessary training needed for a particular occupation as well as preventing deliberate discrimination on the part of an employer. Thus, legislation has opened more opportunities for employment. Also, new legislation provides for the development of skills necessary for the transition to independent living. These pieces of legislation have opened a new world for handicapped persons in terms of preparation for living in the community.

THE REHABILITATION ACT

The Rehabilitation Act, Public Law 93-112, was passed prohibiting discrimination in programs that receive federal funds. Sections 503 and 504 of the Act, in particular, address the discrimination against a handicapped individual. This law is basically a civil rights law for the handicapped. It states that "No otherwise qualified handicapped individual in the United States . . . shall, solely by reason . . . handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." It is the law under which all the other rights for free and appropriate education are guaranteed.

The intent of Section 503 is for "affirmative action" to be taken in recruiting, hiring, training and promoting an individual with a handicap. It is meant to be a positive program to encourage more employers to hire the handicapped. The anticipated result will be that the employer will be looking to the local education agency for more handicapped individuals who have vocational preparation.

Section 504 prohibits discrimination on the basis of a handicap in any private or public program or activity which receives federal financial assistance. It covers the areas of employment, facility and program accessibility, and sets forth specific requirements in business and industry, public schools, secondary and postsecondary educational institutions.

HOW DOES THIS LEGISLATION RELATE TO TRANSITION?

Section 504 is the civil rights law for all handicapped individuals and has several ramifications in terms of transition for the handicapped. The mandates of the legislation that relate to transition from school to work of the individual with a handicap include:

1. accessibility to all federally funded buildings and activities held in these facilities;
2. availability of a free, appropriate, and non-discriminatory public education including postsecondary education; and
3. nondiscriminatory employment by an individual with a handicap.

This legislation provides the means whereby anyone who believes that an act of discrimination has occurred against him/her can file a complaint with the Office of Civil Rights. Section 504 covers several areas of discrimination that are involved in the transition process. Handicapped individuals are guaranteed their rights in the areas of employment, education, program accessibility, and health, welfare and social services.

THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT AND AMENDMENT

The Handicapped Children Act has been referred to as the "Bill of Rights" for exceptional children because it is designed to correct inequalities on behalf of exceptional children and young adults. "It is the purpose of this Act to assure that all handicapped children have available to them, within the time periods specified, a free, appropriate public education which emphasizes special education and related services designed to meet their unique needs".

Specifically, Public Law 94-142 has five major components. They are: **procedural safeguards** which guarantee due process for every student identified as handicapped, appropriate **evaluation procedures**, a free **appropriate public education** designed to meet the unique needs of the individual, the right to an education in the **least restrictive environment** or educational services provided in a setting with nonhandicapped students to the maximum extent appropriate for the handicapped child, and provisions for an **individualized education program (IEP)** which states the child's current level of ability as well as a written statement which will indicate what the child will be taught, who will do the teaching and where the instruction will take place.

Public Law 98-199 is the amendment to the Education of All Handicapped Children Act of 1975. This amendment reaffirms the commitment of the federal government to providing a quality education to an individual with a handicap. In fact, the amendments extend the rights of the individual in terms of secondary education and transition services. Also, additional funds are authorized for research, training and demonstration in relationship to secondary transition education.

HOW DOES THIS LEGISLATION RELATE TO TRANSITION?

Public Law 94-142 and Public Law 98-199 are an integral part of the transition process for an individual with a handicap. The law provides for the secondary education and transition services for handicapped youth through the IEP. The IEP is the means whereby an educational program is developed specifically to meet the needs of the student. The goals of each IEP should ultimately result in the development of skills that are needed to enable the individual to adjust to the community and obtain employment. Through the IEP, the parents and handicapped student can work cooperatively with the local educational agency to develop the best transition services for the student.

Besides providing education and transition services at the secondary level, Public Law 98-199 also authorizes funding for research, training and demonstration pertinent to the transition process. The amendment addresses services in the following areas:

1. development of transition strategies and techniques that may lead to independent living;
2. establishment of demonstration models emphasizing vocational, transition, and job placement services;
3. provision of demographic studies on numbers and types of handicapping conditions of students and services required;
4. initiation of collaborative models between education agencies and adult service agencies; and
5. development of procedures for evaluation of programs in the area of transition.

THE CARL D. PERKINS VOCATIONAL EDUCATION ACT

This is an "Act to amend the Vocational Education Act of 1963 . . . The purposes of the Act which relate directly to serving the handicapped are to: assist the states to expand, improve, modernize, and develop quality vocational education programs . . .; assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals . . . who are handicapped . . .; promote greater cooperation between public agencies and the private sector in preparing individuals for employment . . .; and . . . to assist the state to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act." (Missouri's Vocational Planner's Guide for the Carl D. Perkins Vocational Education Act of 1984)

The Carl D. Perkins Act, Public Law 98-524, works in conjunction with Public Law 94-142. Vocational education is a related service and an integral component of a student's preparation for independence. It provides continuing support for a handicapped individual within vocational programs. According to the Act, a handicapped student is to be educated with nonhandicapped students whenever possible. The Act provides 10% set-aside money that must be matched on a 50-50 basis by the state to provide support for "excess cost" associated with serving a handicapped student in mainstream programs.

HOW DOES THIS LEGISLATION RELATE TO TRANSITION?

Public Law 98-524 has a major impact on the transition of an individual with a handicap from school to work. The Carl D. Perkins Act addresses the training needs of an individual with a handicap. The services guaranteed the individual are:

1. assessment of interests, abilities and special needs;
2. provision for counseling and career guidance by trained counselors;
3. early entry into a program if appropriate for employability;
4. notification to the student and parents about opportunities and options available to them by the time the student is in the 9th grade; and
5. inclusion of vocational services as a component of a student's IEP.

INDEPENDENT LIVING

INTRODUCTION

Within the transition process consideration is given to the need for additional support in meeting the requirements of everyday living. Under the umbrella of everyday living requirements is found a need for financial support such as cash support payments, medical benefits, food and housing assistance as well as the need for recreation and leisure activities. While various types of support are often available within rehabilitation agencies, other sources of assistance may be accessed to assist individuals with handicaps and their families in meeting everyday living needs.

FINANCIAL ASSISTANCE

While there are several agencies to assist in meeting these needs, the two major sources of financial and medical assistance are the Supplemental Security Income (SSI) program which is national in scope and the Missouri Department of Social Services/Division of Family Services which is administered on a statewide level.

Supplemental Security Income

The Social Security Administration implements the Supplemental Security Income (SSI) Program which should not be confused with the Social Security Income Program. SSI is a separate assistance program. Money for SSI payments comes from general funds of the U.S. Treasury, whereas Social Security benefits are paid from contributions of workers and employers. In order to be eligible for social security you must have been a worker, or a dependant of a worker, who has earned a minimum number of credits by being employed for a specific amount of time. Although an individual with a handicap may receive both Social Security and SSI, a handicapped individual in transition will more than likely access SSI.

People in financial need who are 65 or older, or any age who are blind or disabled (including children), may be eligible for monthly cash payments from the Federal Government under the SSI program. In general, individuals are eligible if their income is less than \$300.00 a month after allowable living and medical expenses have been deducted. Individuals with handicaps are generally eligible for SSI disability payments if their handicapping condition prevents them from working. Along with a monthly cash payment SSI recipients are automatically eligible for Medicaid benefits. Medicaid is a state managed medical assistance and benefit program. If an individual thinks he/she may be eligible for SSI, he/she should contact a Social Security office. Providing the following information at the application interview will make the process easier:

1. a Social Security card or a record of Social Security number;
2. a birth certificate or the oldest proof of age available;
3. information about income and assets, such as payroll slips, copies of tax returns, bank books, insurance policies, auto registration, and burial fund records;
4. information about the home—for example, mortgage and the amount of property taxes, or lease and landlord's name and the cost of food and utilities; and

5. medical records or other information about the disability or blindness or the names and addresses of doctors, hospitals, and clinics that have treated the individual and the names and addresses of social workers or institutions' superintendents.

One of the conditions for receiving SSI is that the recipient must accept vocational rehabilitation if available. When a person applies for disability benefits, information is sent to the state vocational rehabilitation agency as required by law. Personnel at that agency may then contact the individual about possible service to help regain the ability to work. The SSI payments continue while the individual is receiving rehabilitative services.

Some individuals hesitate to apply for SSI because it can be a lengthy and involved process. Sometimes it may take as long as four months before benefits begin, but obviously many believe the benefits are worth it. Assistance is available by filling out necessary forms and the processing time may be reduced considerably if medical information is brought to the office at the time of application. In some instances where "dire" need is demonstrated, support funding may be made available in a shorter period of time.

If after rehabilitation training an individual becomes employed, he/she would still be eligible for SSI benefits for a nine month "trial work period". The cash payments would be reduced based on the individual's new income. In almost every instance this combined, (SSI and earned), income would still be more than the individual would receive in SSI benefits alone.

In 1980 the United States Congress enacted the "work incentive" amendments (Public Law 98-460) to the Social Security Act. Section 1619 of the amendments was designed to encourage an individual receiving SSI to seek employment and continue with that employment rather than leave his/her job in order to retain SSI support. Section 1619 is a two part system. Part "a" provides for cash payments. Part "b" provides for continued Medicaid benefits.

Eligibility for benefits under this program is dependent on the individual's current participation in SSI. When the earnings of the disabled individual reach the \$300.00 earned income cut off and he/she have used the 9 month trial work period, he/she becomes eligible for continued SSI funding through section 1619a. The amount of funding is dependent upon the individual's earnings. As his/her earnings increase the funding decreases. When the recipients earnings reach \$735 a month the 1619a funding ceases.

Section 1619b provides incentives to work by continuing a working disabled person's Medicaid coverage. The earnings of the individual less the cost of expenses relating to his/her disability determine his/her "earning threshold". If the allowable threshold is not surpassed then Medicaid coverage generally continues. The work incentives amendments is in effect until June 30, 1987.

For more information contact the Social Security Administration Office.
Regional Office for Missouri, Kansas, Iowa and Nebraska
1-800-392-9000

Local office: Social Security Administration Office
2102 White Gate Drive
Columbia MO. 65201
314-474-6106

Division of Family Services

The Missouri Division of Family Services (DFS) within the Department of Social Services is responsible for providing daily living assistance to the people of Missouri. The following are programs operated by the DFS in Missouri that might prove beneficial to an individual with a handicap in transition.

Medicaid

Medicaid is a state managed medical benefits and assistance program. All individuals who are recipients of SSI support automatically become eligible for Medicaid benefits. However, application for these benefits must be made at the local DFS office. Persons who do not receive SSI may receive Medicaid benefits. Eligibility for Medicaid by persons not receiving SSI is determined by the Division of Family Services. The medical care services provided under Medicaid benefits include inpatient hospital care; outpatient hospital services; and physician's services as well as prescribed medication. Individuals who receive Medicaid benefits may choose from whom they receive medical care and/or assistance. However, that individual or agency must be enrolled in the Medicaid vendor plan. Persons enrolled in the Medicaid plan receive a Medicaid card on a monthly basis which is presented to the service provider. Payment is made by the state directly to the service provider and not to the Medicaid recipient.

General Relief

The General Relief (GR) program provides assistance to adults who are unable to qualify under any other assistance program. In order to be considered eligible the individual must qualify on the basis of need and a medical or mental disability. This disability must prevent the individual from working for a period of at least 90 days. The GR program is funded solely from the state treasury. Since state funds are not supplemented by federal dollars, as in other assistance programs, the cash payment assistance is a minimal amount. The advantage of GR assistance is the short period from application to receipt of assistance. This is particularly beneficial to an individual who must wait 4 months for SSI benefits to begin. He/she may apply for GR assistance in the interim. If an individual has all medical records in order, benefits may begin as early as 30 days from application. Generally the maximum waiting period would be 60 days.

Food Stamp Program

State and federal laws authorize the Division of Family Services to establish a program for the issuance of federal food stamps to a needy individual. Each participating individual receives an allotment of food coupons based on the United States Department of Agriculture's plan. The individual may use the coupons in any authorized grocery store in the United States. For more information about available services contact:

State Office: Missouri Department of Social Services
Division of Family Services
Broadway State Office Building
Jefferson City, Mo 65101
(314) 751-3221
(800) 392-1261

Local Office: Boone County Division of Family Services
1901 Pennsylvania Drive
Columbia, MO 65202
(314) 474-8544

Other Available Assistance

Both the Supplemental Security Income and the Division of Family Services programs provide a varied support system for someone in the transition process. While these services are available to most individuals with a disability there may be those who would not qualify for benefits. Other agencies provide programs and/or services that might be used to supplement benefits received under SSI and DFS. Two such assistance programs available in most local areas are housing assistance through the Housing Authority and medical/energy assistance through the County Health Department.

Housing Assistance

A housing assistance program is available for a eligible handicapped individual. Housing assistance will pay for part of the individual's rent in most living situations whether the individual lives alone or with a caretaker. For the most part eligibility is determined according to the SSI guidelines. For more information contact:

Housing Authority For the City of Columbia
Paquin St.
Columbia, Mo 65201
314-443-2556

Medical/Energy Assistance

Limited medical and energy assistance is offered through the services of the Columbia/Boone County Health Department. Those individuals who do not meet SSI or DFS guidelines may still be eligible for assistance through the services of this agency. For more information contact:

Columbia/Boone County Health Department
Howard Municipal Building
600 East Broadway
Columbia, MO 65201
(314) 874-7345

RECREATION AND LEISURE

As a whole, our country has only recently recognized the need for handicapped persons to recreate and join in with their non-handicapped peers to experience activities for sheer enjoyment and pleasure. Regardless of handicapping condition, all people require access to recreational opportunities in order to fully experience

and participate in daily life activities. Legislation has helped to make this a reality for many handicapped persons. The Education of All Handicapped Children Act (Public Law 94-142) and other legislative initiatives mandating equal access to programs receiving federal funding assures that handicapped individuals are not excluded from exercising this vital right.

Participation

Handicapped persons do not exist merely in two environments: work and home. The benefits of a balance among recreational activities, work activities, and family activities help all people to be healthier in mind, body and spirit. Therefore, recreational activities for handicapped persons must not be ignored. As is the case in other areas of the transition process, this is a point at which many persons can and should become involved. Family members, students, local education agency and community are all important contributors.

The community has a critical role to play in providing equal access to recreational activities for handicapped persons. There are many considerations that determine the types of services offered. Generally, the services already available for the non-handicapped population in any community are appropriate for the handicapped. Accessibility is imperative to all programs and activities for the handicapped so that they can pursue individual interests and develop additional skills. This kind of information can be tapped through interviews, questionnaires and experiences both at school and at home.

Local education agencies can also foster the development of appropriate leisure-time skills through field-trip experiences and making students aware of community resources (Brolin and Kokaska, 1985). The local education agency should serve as a resource for parents in terms of providing information about agencies that have adaptive recreational programs for handicapped students as well as regular recreational programs that may be accessed. Individuals who are handicapped should have the opportunity to sample as many of the programs that are available, so that they can make a personal and knowledgeable decision about what programs they would like to participate in.

Family members can help their handicapped children identify their interests and special abilities in recreational activities as they participate in family events both at home and in the community. The family can provide an environment in which the handicapped individual is allowed to explore interests and capabilities without fear of failure. Skills gained from these activities can then be utilized in community and other social situations.

The scope of recreational activities in which a handicapped individual participates may be limited by the abilities of the individual but more times than not it is limited by his/her lack of knowledge about the activity. In order to increase handicapped involvement, members of the community, LEA and family need to be open to new recreational activities. Both the handicapped individual and his/her supporters need to be knowledgeable about existing resources that will help a handicapped individual gain access into new recreational activities (See Appendix A). Organizations exist that support the development of new recreational skills by the handicapped individual in areas such as bowling, basketball, and softball (See Appendix B).

Evaluation

Within most communities a variety of recreational programs already exist. Recreation and leisure activities may be provided by parks and recreation programs, organizations specific to a disability group, university/college campuses, residential facilities/group homes, private not-for-profit organizations, and the YMCA/YWCA. Some of these programs may be appropriate for certain handicapped individuals. Each program should be evaluated as to whether it meets the recreational needs of that particular person. In evaluating a recreational program, the following should be considered:

1. Regularity of the activity: In order to meet a person's on-going needs it is desirable to have at least a weekly activity planned.
2. Cost: As evidenced in the descriptions of previously cited programs, cost may vary a great deal from one program to the next. This cost should be budgeted for along with other essential items.
3. Transportation: Consideration of how far the individual will have to travel to attend a recreational program is an issue of concern. It may be that public transportation is available and accessible. Parents or other groups may coordinate transportation to meet this need.
4. Age-appropriateness: As much as possible, it is desirable to integrate activities with non-handicapped persons. Isolated programs for the handicapped, although occasionally appropriate due to the severity of the handicap, sometimes perpetuate the idea that a handicapped person is different from the mainstream.
5. Expansion of leisure options: Whenever possible, handicapped persons should be given the opportunity to expand their skills, abilities and options. It is desirable that a favorite leisure activity be identified and developed through exposure to a program so that future experiences may evolve (McDonnell, Sheehan & Wilcox, 1983).

Summary

In order to live as independently as possible, financial assistance is a necessity for many handicapped individuals. This assistance provides the means whereby the individual can take an active role in society and develop the skill necessary to become even more independent.

Recreation and leisure activities also provide a means for the individual to become more independent. The goal of a recreation program should be to allow all persons including the handicapped to learn and grow through many diverse experiences both in the home and community. The role and involvement of the community, parents, teachers and handicapped persons are vital to the value placed on recreational programs and their accessibility to the handicapped. Each community has the ability, resources and knowledge to develop a recreational program that will benefit both handicapped and nonhandicapped individuals. What is needed is cooperation and the desire to provide all the residents of the community with an equal chance to experience leisure and recreational activities.

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APPENDICES

- A. List: Selected Resources
- B. List: Sports Organizations Serving the Handicapped

APPENDIX A

SELECTED RESOURCES

Recreation & Leisure

LEISURE EDUCATION FOR THE HANDICAPPED by Michael Dender et al (editors) is a field tested sourcebook on leisure activities for handicapped students. It is available for \$15.00 from College-Hill Press, 4284 41st Street, San Diego, CA 91105.

SPORTS AND RECREATIONAL PROGRAMS FOR THE CHILD OR YOUNG ADULT WITH PHYSICAL DISABILITY is a 98 page book of the proceedings of the seminar sponsored by the American Academy of Orthopedic Surgeons. Summaries of each presentation are included, as well as a chart which helps determine which sports can be participated in and what adapted rules or equipment may be needed. The cost of the book is \$10.00 and it is available from the American Academy of Orthopedic Surgeons, PO Box 7195, Chicago, IL 60680.

CAMPING IN THE NATIONAL PARK SYSTEM cites approximately 50 parks with accessible campgrounds. It is available for \$3.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

ACCOMMODATION OF DISABLED VISITORS AT HISTORIC SITES IN THE NATIONAL PARK SYSTEM is a booklet designed for the managers and staff of national parks, to assist them in meeting the goal of giving disabled citizens the opportunity to visit historic sites. The cost of the booklet is \$5.00 and it is available from the U.S. Superintendent of Documents Government Printing Office, Washington, DC 20402.

SKI GUIDE FOR VISUALLY IMPAIRED lists Alpine and Nordic ski programs for blind and visually impaired people. It is available in braille, print and on returnable cassette. For additional information contact Dan Forer, Director of Lighthouse Recreation Services, Lighthouse Center, 745 Buchanan Street, San Francisco, CA 94102 or (415) 431-1481 x45.

HANDI-TRAVEL: A RESOURCE BOOK FOR DISABLED AND ELDERLY TRAVELERS by C. Noble is a comprehensive travel guide for people with disabilities affecting mobility, hearing and sight. It provides detailed information on transportation by air, rail, bus and ship both in North America and overseas. For additional information contact CRCO, One Yonge Street, Suite 2110, Toronto, Ontario, Canada MSE 1E5. It is available for \$9.95 (Canadian).

TRAVEL TIPS FOR THE DISABLED is a pamphlet which includes tips on what to pack, power versus manual chairs, food, travel insurance, helpful publications and driving hints. To receive a copy of this pamphlet send \$1.00 to Disabled Student Services Office, California State University, Fresno, CA 93740-0001.

A GUIDE FOR THE DISABLED TRAVELER: THE UNITED STATES, CANADA, AND EUROPE by Frances Barish (1984) describes accessibility (including door widths) of hotels, restaurants, theaters, tourist sites and transportation facilities. It includes a list and brief description of travel resources for disabled travelers as well as a list and brief description of American and Canadian travel agents and group tours specializing in tours for disabled clients. For additional information contact: Simon and Schuster, Inc., 1230 Avenue of the Americas, New York, NY 10020.

GUIDEBOOKS FOR HANDICAPPED TRAVELERS is a free booklet available from the President's Committee on Employment of the Handicapped, 1111 Twentieth Street and L Street NW, Washington, DC 20210.

TRAVEL TIPS FOR THE HANDICAPPED and ACCESS TRAVEL; AIRPORTS are booklets available free from The Consumer Information Center, Pueblo, CO 81009.

SERVICES FOR THE DISABLED is the title of a brochure available from the Port Authority of New York and New Jersey. It describes how Port Authority facilities became accessible, and how employment and recruitment persons with disabilities took place. A list of accessible sites and their phone numbers are included. For a free copy contact The Personnel Department, One World Trade Center, 61st Floor, New York, NY 10048.

DISABLED VISITOR'S GUIDE TO THE BOUNDARY WATERS CANOE AREA WILDERNESS is a publication which focuses primarily on more accessible canoe routes in the Boundary Waters Canoe Area Wilderness. It includes tips on trip planning, a list of water related hazards and organizations that can help individuals with impairments enjoy the Boundary Waters Canoe Area Wilderness. It is available free from Forest Supervisor, USDA - Superior National Forest, PO Box 338, Duluth, MN 55801 or (218) 727-6692.

A GUIDE TO RECREATION, LEISURE AND TRAVEL FOR THE HANDICAPPED is a set of two volumes: Recreation and Sports and, Travel and Transportation. It includes information on recreational and leisure activities, competitive sports, recreation equipment, play, and sports associations as well as travel, transportation, camps and access guides. To order the set (\$109.00) contact Resource Directories, 3103 Executive Parkway, Suite 212, Toledo OH 43606.

THE UNITED STATES WELCOMES HANDICAPPED VISITORS has been produced by the Society for the Advancement of Travel for the Handicapped (SATH) under a grant from Greyhound Lines and the United States Travel and Tourism Administration. It provides step by step information about planning all aspects of a trip. Lists of transportation services, hotels, tourist attractions, legal protection, organizations and agencies which provide special services to disabled persons are included. The booklet is free from the United States Travel and Tourism Administration, U.S. Department of Commerce, Washington, DC 20230 (include a #10 standard envelope with your request).

TALKING TRAVEL BOOKS are available from the National Library Service for the Blind and Physically Handicapped, Library of Congress. Topics include Europe 1984, The Traveler's Key to Northern India, The WPA Guide to California, and the WPA Guide to Florida. For additional information contact your Regional Library.

ACCESS TO THE WORLD is printed in large type and includes discussions of modes of transportation, services and hints and advice for the handicapped traveler. The book is available for \$14.95 from Facts on File, 460 Park Avenue South, New York, NY.

ACCESS TRAVEL: A GUIDE TO ACCESSIBILITY OF AIRPORT TERMINALS is available free from the U.S. General Services Administration, Washington, DC 20428.

CONSUMER INFORMATION ABOUT AIR TRAVEL FOR THE HANDICAPPED is a free brochure available from Trans World Airlines (TWA), 605 Third Avenue, New York, NY 10016.

POLAROID CORPORATION now has a TDD service for hearing impaired customers who have questions about Polaroid cameras, films and services pertaining to amateur and industrial products. The Service is available Monday through Friday, 8 am to 5 pm, Eastern Time. The toll free TDD numbers are 1-800-448-6708 and in Massachusetts 1-800-848-7100. The toll free number for voice is 1-800-225-1384.

WESTERN UNION now sends braille or large print telegrams to any destination in the United States. For additional information call 1-800-257-2241.

IN TOUCH NETWORKS, INC. for print impaired persons now has 55 affiliates and over 200,000 listeners nationally. The program features more than 100 national newspapers and magazines read by over 400 volunteer broadcasters with one hour of its daily schedule devoted to Spanish language periodicals. Expanded coverage is due to a satellite channel donated to IN TOUCH by Satellite Syndicated Systems, Inc. of Tulsa.

OK. The Corporation for Public Broadcasting is funding an 'uplink' for the program, via a transmitting antenna in Brooklyn, NY. The program is available for cable systems and FM stations at no cost in the continental US provided they offer it to their subscribers and listeners free of charge. For further information call Joshua M. Levi at (212) 586-5588.

Richard Simmons has established the REACH FOUNDATION to provide for exercise facilities for persons with disabilities in hospitals around the country. For more information contact the director of the Reach Foundation, Larry Apolaca at Orthopaedic Hospital, 2400 South Flower Street, PO Box 60132, Terminal Annex, Los Angeles, CA 90060.

TRAVEL

HYATT HOTELS CORPORATION offers hearing impaired travelers access to closed captioned television viewing at 78 hotels in the United States. For additional information contact Karen Rugen, Madison Plaza, 200 West Madison, Chicago, IL 60606 or (312) 750-8023.

WORLD AIRWAYS has recently completed a project designed to provide access to the skies for all its passengers. It has equipped all of its planes with the new light weight collapsible on-board wheelchairs and its entire fleet has movable armrests for easier access to seats. Lavatories have grab bars and planes are equipped with inflight briefing booklets printed in braille and videotapes for deaf and hearing-impaired passengers. The Special Services phone number for World Airways is 1-800-526-9247 (voice) and 1-800-621-4337 (TDD).

GREYHOUND LINES now has a SILENT INFORMATION SERVICE for hearing impaired customers. Schedule information, fares, package express rates and baggage information are available 24 hours a day. This TDD toll free phone number is 1-800-345-3109 and in Pennsylvania is 1-800-322-9537.

INTERNATIONAL DIRECTORY OF ACCESS GUIDES (1981) is a listing of 458 Access Guides available in over 20 nations that provide detailed information about accessible hotels, restaurants, transportation, and places of interest. It is available for \$5.00 from Rehabilitation International USA, 1123 Broadway, New York, NY 10010 or (212) 620-4040.

Source: *Science & Technology for the Handicapped*. (fall, 1985). Special focus on travel, recreation & leisure. pp. 11-13,19.

APPENDIX B

SPORTS ORGANIZATIONS SERVING THE HANDICAPPED

American Athletic Association of the Deaf
3916 Lantern Drive
Silver Spring, MD 20902

American Blind Bowling Association
15 N. Bellaire Avenue
Louisville, KY 40206
(502) 896-8039

American Wheelchair Bowling Association
6718 Pinehurst Drive
Evansville, IN 47711
(812) 867-6503

American Wheelchair Pilots Association
1621 East 2nd Avenue
Att.: David Graham
Mesa, AZ 85204
(602) 831-4262

Blind Outdoor Leisure Development (BOLD)
533 E. Main Street
Aspen, CO 81611
(303) 925-8922

Disabled Sportsmen of America
P.O. Box 26
Vinton, VA 24179

Health Sports, Inc.
1455 West Lake Street
Minneapolis, MN 55408

Indoor Sports Club
1145 Highland Street
Napoleon, OH 43545

International Committee of Silent Sports
Gallaudet College
800 Florida Avenue, N.E.
Washington, DC 20002
(202) 651-5114 (Voice or TDD)

National Foundation for Happy
Horsemanship for the Handicapped
Box 462
Malvern, PA 19355
(215) 644-7414

National Inconvenienced Sportsman
Association
2215 Allegheny Road
El Dorado Hills, CA 95630

National Wheelchair Athletic Association
Templeton Gap Road
Suite C
Colorado Springs, CO 80907
(303) 632-0698

National Wheelchair Basketball Association
110 Seaton Center
University of Kentucky
Lexington, KY 40506
(606) 257-1623

National Wheelchair Softball Association
P.O. Box 737
Sioux Falls, SD 57101

North American Riding for the
Handicapped Association, Inc.
P.O. Box 100
Ashburn, VA 22011
(703) 471-1621

Special Olympics
1701 K Street, N.W.
Suite 203
Washington, DC 20006
(202) 331-1731

U.S. Association of Blind Athletes
55 West California Avenue
Beach Haven, NJ 08008
(609) 492-1017

Minnesota Outward Bound School
P.O. Box 250
Long Lake, MN 55356
(612) 473-5476

National Archery Association
1750 E. Boulder Street
Colorado Springs, CO 80909
(303) 578-4576

National Association of Sports for Cerebral
Palsied
c/o Craig Huber
66 East 34th Street
New York, NY 10016
(212) 481-6539

United States Deaf Skiers Association
Att.: Mr. Gutfran
Two Sunset Hill Road
Simsbury, CT 06070
(203) 244-3070

United States Wheelchair Sports Fund
c/o Nassau Community College
Garden City, NY 11530
(516) 222-1245

Vinland National Center
3675 Ihduhapi Road
Loretto, MN 55357
(612) 479-3555

Wheelchair Motorcycle Association, Inc.
101 Torrey Street
Brockton, MA 02401
(617) 583-8614

Source: U.S. Department of Education. (1982). Directory of National Information Sources on
Handicapping Conditions and Related Services (OSERS Publication No. E-82-22007).
Washington, DC: U.S. Government Printing Office.

PARENTS IN THE TRANSITION PROCESS

INTRODUCTION

Parents are an integral part of the transition process. Their support and involvement is vital to the success of the student. The more informed parents are about the process, the better they will be able to participate. LEAs can facilitate the participation of parents by disseminating appropriate information to them (See Appendix A). Some of the information that should be shared with parents is:

1. an overview of the transition process (See Appendix B);
2. information about all the transition services available within the community;
3. information about all the transition services available within the LEA;
4. information about specific options available for transition;
5. inservices to develop awareness and disseminate information; and
6. information on existing parent support groups (See Appendix C).

Each LEA will have different resources and information to share with parents. What is important is that the LEA and parents work in a cooperative manner. Each provides unique assistance for the individual with a handicap who is involved in the transition process. Besides receiving transition information, parents also need to be informed about pertinent legislation, appropriate assessment, long range planning, developing an individual education program, and transition planning (See Appendix D).

LEGISLATION

When planning for transition it is necessary that parents become familiar with legislation that assures their son/daughter's rights. The four laws listed below are the primary pieces of legislation that assure a child the right to assistance in the transition from school to work (See Appendix E). The mandates of the legislation that relate to transition from school to work of handicapped individuals include the following.

The Rehabilitation Act of 1973, Public Law 93-112 provides that:

1. all federally funded buildings and activities held in these facilities from the time of passage of this law, or new additions or renovations must be made accessible to the handicapped;
2. a free and appropriate public education including postsecondary education must be made available in a non-discriminatory way; and
3. an individual with a handicap may not be discriminated against in consideration for employment.

The Education for All Handicapped Children Act of 1975, Public Law 94-142 assures that:

1. every student identified as handicapped and requiring special education services is guaranteed due process;
2. appropriate evaluation procedures will be used with each child;
3. a free appropriate public education designed to meet the unique needs of the individual will be provided;

4. the education will occur in the least restrictive environment or educational services will be provided in a setting with nonhandicapped students to the maximum extent appropriate for the handicapped student; and
5. the student will receive an individualized education program.

**Education of Handicapped Act Amendment of 1984,
Public Law 98-199 addresses services in:**

1. development of transition strategies and techniques that may lead to independent living;
2. establishment of demonstration models emphasizing vocational, transition, and job placement services;
3. provision of demographic studies on numbers and types of handicapping conditions of students and services required;
4. initiation of collaborative models between education agencies and adult service agencies; and
5. development of procedures for evaluation of programs in the area of transition.

**Carl D. Perkins Vocational Education Act of 1984,
Public Law 98-524 guarantees:**

1. assessment of interest, abilities and special needs;
2. provision for counseling and career guidance by trained counselors;
3. entry into a program one year prior to the normal entry if it is determined that the student will be able to complete that program and be employable, but that he/she will need one extra year in order to complete the program;
4. notification of the student and parents about opportunities and options available to them by the time the student is in the 9th grade;
5. inclusion of vocational education services as a component of a student's IEP; and
6. counseling services designed to facilitate the transition from school to work.

ASSESSMENT

Planning for transition needs should begin early in a student's educational life. Basis for such planning is found in an ongoing career assessment process that begins in the elementary years. Such assessment is used as a guide in planning for the educational and career goals of that student.

While the assessment process is an essential part of a student's program planning and development, it can also be overwhelming to parents. Points for parents to be aware of concerning assessment are:

1. parents will be asked to sign a permission form;
2. parents should ask what tests will be given and what specific type of information is expected from each test;
3. test results will be discussed with them; (It is important that the person who gave the test be the one who discusses the results with the parents.)

4. information should be used for development of an Individualized Education Program (IEP) as well as appropriate career guidance and counseling; and
5. only the individuals who are directly involved with the student's education have a right to access assessment results for the purpose of designing and implementing an individual education program which includes vocational education.

The concept of assessment intimidates many people. However, it is a vital part of assuring a student an appropriate education and career transition plan. For this reason parents and educators need to cooperate in developing an appropriate assessment strategy and effective use of assessment results.

LONG RANGE PLAN

When a student enters junior high school it is difficult for parents to acknowledge the fast approaching age of independence. It is even more difficult for parents of a child with a handicap. For the most part their son/daughter has been more dependent than other children. In order to assist in the development of independence, it is recommended that the student, parents and teachers develop a long range plan for the student (See Appendix F). This plan would:

1. identify future goals of the student and allow the members of the transition team to evaluate the student's current status in relation to future goals;
2. allow the development of a high school program facilitating graduation; and
3. serve as a guide when developing the student's IEP and could be reviewed annually in conjunction with the IEP review.

In order to formulate a long range plan, parents need to ask certain questions of themselves concerning their son/daughter. Some of the questions that might be asked are:

1. Where will my son/daughter be upon graduation?
2. Will he/she have a job?
3. What type of job?
4. If not, what will he/she be doing instead?
5. What type of preparation will he/she need to obtain a job?
6. Will he/she need special services to enter the world of work?
7. Will he/she live at home or away?
8. Are other means of financial support available for him/her?
9. What skills will he/she need to live independently?
10. Will he/she have adequate insurance and medical coverage?
11. Will he/she have an active social life?
12. What types of transportation will he/she have access to?
13. How can he/she develop a more active social life?
14. What special services are available for him/her?
15. What recreational skills does he/she possess?
16. What areas of recreation does he/she enjoy?

The long range plan can be of benefit, if all the areas of transition are addressed. The goal of the plan is to identify the skills necessary for the student to live as independently as possible. Possible components to be included in the long range plan that are identified in the Vocational Adjustment Coordinator Handbook (Missouri LINC, 1985) are:

1. the long range goals for employment, independent living and social development;
2. a possible listing of related courses or programs to be taken until graduation;
3. one or more annual vocational goals;
4. plans for the student upon leaving the program; and
5. a description of support services and available funding to be provided.

It should be understood that the long range plan was not meant to replace the IEP. Rather the long range plan might be taken into the IEP meeting and used as one of the resources for decision making when the IEP is being written.

INDIVIDUAL EDUCATION PROGRAM

The Individual Education Program (IEP) mandated by Public Law 94-142 serves as the means for management of a handicapped student's education from the time of entry into special education services to completion of his/her program. The IEP is the legal guide that must be followed when determining the student's educational program content as well as determining when his/her education will be completed. So long as the student *does not* receive an official diploma, transition activities may occur until the student reaches the age of 21 even though graduation requirements have been met.

During the student's secondary school years the IEP should reflect an emphasis on development of the student's transition needs. These needs would include skill development in the areas of social relationships, residential living, employability skills as well as job specific training when appropriate (See Appendix G).

The IEP meeting is a time when all those who are concerned with the student want to be assured that the best possible program is established for that student. However, parents frequently have expressed concern about their role and participation in the IEP process. Enough concern has been expressed that NASDSE (National Association of State Directors of Special Education) conducted workshops with parents and educators of students with handicaps to determine how more effective IEP meetings might be conducted. In their report, *Summary of Task Forces to Achieve Effective Parent Educator Partnerships* (1981), six general concerns were expressed. In summary:

1. Parents felt that too much information (especially assessment information) is presented too quickly during the IEP meeting for them to assimilate and use properly.
2. Parents felt that little attention or respect is given to their knowledge of their child or their opinions on what should be done for their child.
3. Parents felt they do not know enough about how an IEP goal or objective should be written or what an IEP should look like when completed.

4. Parents felt they do not have enough information on what their rights are or how to be assured their rights are being observed.
5. Parents felt there is a lack of long range planning during the IEP meeting and only short term problems are addressed.
6. Parents felt they do not understand a great deal of what is said during the IEP meeting and are not able to communicate their feelings effectively.

In addressing these concerns parents and educators made many suggestions. Some of those suggestions have been incorporated in the following recommendations regarding the six concerns previously listed.

1. Parents should request testing information and interpretation prior to the IEP meeting. This could best be accomplished in a one to one meeting with the persons who did the assessments. However parents may also discuss this information with another authority in the field of special education or assessment. This information would then allow parents to develop a list of questions, concerns or suggestions which they may bring to the IEP meeting.
2. Parents should initially state what they expect to achieve during the IEP meeting. This information might include information that educators may not know about the student such as programs he/she has participated in outside of school; what self-help, social and other skills the student does well at home; style of communication between student, parents and community members; and strengths and weaknesses as observed by parents.
3. Parents should request, prior to the IEP meeting, explanations about how goals and objectives are written as well as a sample IEP so they have a better idea as to the expected outcome of the IEP meeting.
4. Parents should request written information that fully explains their rights in the IEP process. This should also be explained at the beginning of the IEP meeting so all participants are aware of the rights to be observed during the meeting as well as afterwards. It is also recommended that if there are any concerns parents should bring an advocate with them to the IEP meeting. The advocate may be a friend or professional who may support and assist the parents during the meeting.
5. Parents should bring with them in writing what they want the educators to know and what they expect to achieve from the meeting. Educators need to have the same information established and in written form to enable parents to contribute to and follow the proceedings of the meeting. The goals should be established based on the long range plan. Discussion about the student should center on his/her long range needs. At the end of the meeting goals and objectives from the IEP should be compared with the long range plan to see if they coincide.
6. Parents should not be afraid to express that they do not understand what is occurring during the IEP meeting. Unfortunately educators often use jargon or terms that are unfamiliar to parents. Also many times goals and objectives are developed so quickly that parents are unable to comprehend their significance. Parents must be assertive and ask for clarification. Parents should leave the meeting with the feeling that they understand what has occurred.

Planning and writing an effective IEP for a student's transition from school to work is a time consuming and involved task. Both parents and teachers may feel frustrated and confused at times during the process. However, some of those feelings may be alleviated on the parents part if they follow the suggestions presented.

TRANSITION PLAN

For the most part, during a handicapped individual's childhood and adolescence, parental involvement in the educational process is with special and vocational educators from the local education agency (LEA). For the parents of some handicapped students the period from high school to employment can be a very difficult time. Whatever the situation that leads to difficulty in going from one agency to another, it is ultimately the responsibility of the parents and/or handicapped individual to ensure that access to additional services are available when needed. Parents can do several things to ensure their son/daughter's transition from school to work:

1. develop a long range plan;
2. update the long range plan yearly;
3. use life-long goals to insure the relevance of the goals and objectives in the IEP; and
4. become knowledgeable of other service agencies.

Input into the plan should be obtained from the local education agency, appropriate agencies and the handicapped individual. This plan would display the transition goals for the individual and how they would be obtained. The transition plan needs to cover all the skills the individual needs to live independently. While the importance of these skills will vary from individual to individual, McDonnell, Sheehan & Wilcox (1983) suggest that these areas be covered:

1. income support,
2. work/vocational placement,
3. residential placement,
4. community leisure options,
5. transportation,
6. medical needs,
7. advocate/guardian,
8. long-term care,
9. maintenance of family relations, and
10. insurance.

Although many plans exist, the transition plan is meant to help the parents and/or handicapped student become organized and prepared for the transition process rather than relying upon other individuals. If the transition plan is developed, all participants in the process must be involved, thus identifying the role and responsibility of each.

Bibliography

- McDonnell, J., Sheehan, M. & Wilcox, B. (1983). *Effective transition from school to work and adult services: A procedural handbook for parents and teachers* (Contract No. 300-81-0408). Eugene: University of Oregon, Specialized Training Program, pp. 22-25.
- Missouri LINC. (1985). *Vocational Adjustment Coordinator Handbook*. Columbia, MO: Instructional Materials Laboratory.
- Missouri Vocational Planner's Guide for the Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524. (Available from, [Missouri Department of Elementary and Secondary Education, Division of Career and Adult Education, P.O. Box 480, Jefferson, MO 65102]).
- Section 504 of the Rehabilitation Act of 1973: *Handicapped Persons' Rights Under Federal Law, Office of Civil Rights*. (Available from [U. S. Department of Elementary and Secondary Education, Division of Career and Adult Education, P. O. Box 480, Jefferson City, MO 65102]).
- Schipper, W. (1984, August). *Summary of Task Forces to Achieve Effective Parent Educator Partnerships*. Washington DC: National Association of State Education.
- Missouri Department of Elementary and Secondary Education. (1981, September). *Resource Guide for Special Education, Volume 1-a: Administrative Procedures*. Jefferson City, MO: Division of Special Education, Department of Elementary and Secondary Education.

APPENDICES

- A. List: Projects Providing Support/Inservice for Parents
- B. List: Books and Publications
- C. List: Parent Newsletters
- D. List: National Toll-Free Numbers for Parents
- E. List: How to Prevent Due Process
- F. List: Communicating with Professionals
- G. List: Parent Strategies

APPENDIX A

PROJECTS PROVIDING SUPPORT/INSERVICE FOR PARENTS

PACER
4826 Chicago Avenue
Minneapolis, MN 55417
(612) 827-2966 (Voice & TDD)

Pacer is a Minnesota-based coalition of 17 disability organizations. It was formed to provide training and information about special education laws and procedures to parents of children with all handicapping conditions. Materials available to parents are diverse and extensive. A descriptive publications list is available free. Two newsletters are also available.

Two workshops of interest to parents and students concerned with transition are Project for Parents and Project for High School Students. The first project consists of a pair of workshops designed primarily for parents of secondary school students with handicaps. The primary goal of these workshops is to acquaint parents with the steps that can be taken during a student's high school years to make progress smoother after high school. PACER's second transition project offers a set of three personal preparation workshops in high school settings for special education students.

PACT
328 South Sage Avenue
Mobile, AL 36606
(205) 478-1208

PACT was funded to train and inform parents of handicapped children in their rights and responsibilities under Public Law 94-142, The Education of All Handicapped Children Act of 1975. PACT will be conducting workshops in all areas in Alabama and will be providing individual assistance to parents and families.

Parent Educational Advocacy Training Center
228 South Pitt Street, Room 300
Alexandria, VA 22314
(703) 836-2953

Among its many aspects the Parents Center provides courses and workshops. One workshop in particular is "NEXT STEPS" which responds to parents request for information and guidance relevant to their role as career education advocates.

Parent to Parent of Florida
Susan Duwa, Coordinator
621 Kraft Avenue
Panama City, FL 32401
(904) 769-6606

The Parent to Parent of Florida project was designed to ensure that special families in Florida have access to the project support programs in their communities. Parent to Parent of Florida offers a step-by-step training manual for the development of a local parent support program; training workshops, technical assistance support and follow-up to emerging and existing parent programs; a statewide network of parent programs and support groups for information and referral; and a quarterly newsletter.

Parent Involvement Project
Box 316
Peabody College
Nashville, TN 37203
(615) 322-8688

PIP has a new series of videotapes titled "Parenting: Growing Up Together." Six tapes in the program including such topics as "Expectations", "Letting Go", "Communicating", and "Solving Problems." Series available from Ecufilm, 810 Twelfth Ave. South, Nashville, TN 37203.

Parentele
5538 North Pennsylvania Street
Indianapolis, IN 46220
(317) 259-1654

Parentele is a national organization seeking to build a strong communication system among parents, friends, and professionals serving individuals with special needs. Parentele distributes a quarterly newsletter entitled "Crisscross." Frequently, supplements such as the newsletter bibliography and individualized answers to personal inquiries are included. Family or individual membership costs \$15.00.

PAVE
Parent-to-Parent Training Project
1010 I Street
Tacoma, WA 98405
(206) 272-7804

Washington PAVE provides training and support to parents of disabled children. This project works with parents in Washington state and provides technical assistance regionally to parent groups in other states. They have recently developed a transition packet for parents and have an informative monthly newsletter.

PEAK
3709 E. Platte
Suite 101
Colorado Springs, CO 80909
(303) 574-2345

PEAK is a federally funded, independent agency located in Colorado. Peak's goals are to help develop a better understanding of state and federal special education laws so that parents will be able to effectively communicate with professionals and better utilize the special education process. Peak offers training and information workshops throughout the state. Peak's two basic workshops are "Using the Special Education Process" and "Effective Communication in the Special Education Process". PEAK publishes an informational newsletter for parents and professionals. It provides individual assistance to parents and maintains a resource library. Peak's services are offered free of charge to parents.

Parent Education Connection
Iowa Department of Public Instruction
Division of Special Education
Grimes State Office Building
Des Moines, IA 50309

The "Parent Education Connection" is a state supported parent-educator training and information project. The purpose of the project is to enhance communication between parents and educators and take a proactive stance toward working together.

APPENDIX B

BOOKS AND PUBLICATIONS

Families of Handicapped Persons: Research Programs, and Policy Issues: by James J. Gallagher and Peter M. Vietze is about parenting practices, social and interpersonal interactions, counseling and interventions, family classification and policy issues — and how these factors affect the disabled person and the family. From Paul H. Brookes Publishers, P. O. Box 10624, Baltimore, MD 21285-0624; toll-free (800) 638-3775, COST: \$29.95. Stock No. 583.

When Living Hurts: by Sol Gordon is recommended for parents of exceptional children and those who work with them. It is a lively "what to do" book for yourself or someone you care about who is discouraged, sad, lonely, hopeless, angry Mr. Gordon provides many practical suggestions such as exercise, getting interested in others, plus he provides a list of books to read (many which the reader will find to be inspirational). The book is available from Union of American Hebrew Congregations, New York, NY, for \$10.20.

A Parents Guide to Special Education in Missouri (No cost)
Special Education Dissemination Center
University of Missouri-Columbia
Columbia, MO 65211
(314) 882-3594
(880) 392-7340

For Parents Only . . . Practical Advice to Parents on Special Education
Midwest Regional Resource Center
Drake University
Des Moines, IA

A Basic Guide for Understanding Guardianship and Conservatorship in Missouri
Missouri Protection and Advocacy Service
211B Metro Drive
Jefferson City, MO 65101

APPENDIX C

PARENT NEWSLETTERS

Washington PAVE Pipeline
1010 I Street
Tacoma, WA 98405
(206) 272-7804

Time Out to Enjoy
715 Lake Street, Suite 100
Oak Park, IL 60301
(312) 383-9017

Marine Puzzle People, Inc.
1368 Lincoln Avenue, Suite 105
San Rafael, CA 94901
(415) 453-4006

PACER PACESETTER
4826 Chicago Avenue
Minneapolis, MN 55417
(612) 827-2966

PACER ADVOCATE
Pacer Center
4826 Chicago Avenue
Minneapolis, MN 55417
(612) 827-2966

Parent to Parent Newsletter
621 Kraft Avenue
Panama City, FL 32401
(904) 769-6606

Parentele Crisocross
5538 North Pennsylvania Street
Indianapolis, IN 46220
(317) 259-1654

Peak Newsletter
3709 East Platte
Suite 101
Colorado Springs, CO 80909
(303) 574-2345

NICHCY Newsletter
1555 Wilson Blvd
Suite 508
Rosslyn, VA 22209
(703) 522-3232

HEATH Newsletter
One Dupont Circle, N.W.
Suite 670
Washington, D.C. 20036
(800) 544-3284

National Organization on Disability
Newsletter
2100 Pennsylvania Ave., N.W.
Washington, D.C. 20037

National Rural Parents (ACRES) Newsletter
Miller Hall 360
Western Washington University
Bellingham, WA 98225
(206) 676-3576

APPENDIX D

NATIONAL TOLL-FREE NUMBERS FOR PARENTS

AMC Cancer Information Center	800-525-3777
American Council Of The Blind (1:30-5:30 EST)	800-424-8666
American Kidney Fund	800-638-8299
Better Hearing Institute Hearing Helpline	800-424-8576
Cancer Information Service National Line	800-422-6237
Epilepsy Information Line	800-426-0660
Eric Clearinghouse On Adult Career And Vocational Education	800-848-4815
Heartlife	800-241-6993
HEATH Resource Center	800-544-3284
International Shriners Headquarters	800-237-5055
National Center For Stuttering	800-221-2483
National Committee For Citizens In Education (10:00-4:00 EST)	800-638-9675
National Down Syndrome Society	800-221-4602
National Health Information Clearinghouse	800-336-4797
National Hearing Aid Society	800-521-5247
National Special Needs Center	800-233-1222 800-833-3232 (TDD)
National Spinal Cord Injury Hotline	800-526-3456
RP Foundation Fighting Blindness	800-638-2300
Spina Bifida Hotline	800-621-3141
Tripod-Service For Hearing Impaired	800-352-8888

APPENDIX E

HOW TO PREVENT DUE PROCESS

Ways to prevent due process procedures:

- a) Establish a good rapport with the school before any problems arise.

It is much easier to solve a problem when we have good communication prior to a problem. The parent folders give you a good vehicle to use in establishing that good rapport. If you have established a line of communication with an individual at a school, if you do have a problem, then you've got someone you know on a personal level with whom to work.

- b) Always be prepared for meetings.

As we have stated before, if you are prepared for a meeting, you are less likely to feel anxious or intimidated at that meeting and you are more likely to participate effectively in that meeting. We wouldn't go to a business meeting without being prepared, so we should never go to an evaluation or IEP meeting without proper preparation. There are several sheets in your parent folder that give you guidelines and ways of preparing yourself for these meetings.

- c) Always be certain you thoroughly understand the educator's proposals and the reasons behind those proposals.

Get the facts. Don't go into a meeting assuming that there will be problems. Likewise, when the school makes proposals, have an open mind about regarding those proposals. More importantly, be absolutely certain that you understand why they feel those proposals are appropriate.

- d) Be certain the school understands your concerns.

Always explain why you disagree with a certain proposal, or if you have a counter-proposal, explain why you feel that proposal is appropriate and why the school's may not be. Once again, good preparation for a meeting will make this much easier. Obviously, if the school does not understand your concerns, they will not be in a good position to make a decision regarding those concerns.

- e) Be sure to explore all possible solutions to the problems.

There can be many answers to one particular issue, so don't reject any solution until it has been thoroughly explored.

- f) Identify any acceptable alternatives.

Is there any way that we can reach a compromise to resolve this issue? As we've discussed, compromise is a good way of resolving a problem; however, I look at compromise as a temporary solution in order to give us time to come up with the collaborative decision.

- g) Seek outside assistance.

The Department of Elementary and Secondary Education is a very good resource for parents. Many people feel that the Department of Education is only a resource for school districts, but that's just not true. Many parents get good advice and guidance from the consultants with the Department of Education, so use them.

Missouri Protection and Advocacy Services Inc., Missouri Dept. of Elementary and Secondary Education, & Mountain Plains Regional Resource Center. *Communication! I've Tried Everything*, 1985.

APPENDIX F

COMMUNICATING WITH PROFESSIONALS

Many parents feel intimidated when talking with teachers and other special education professionals. There is much in our society which encourages us to look at professionals and to accept what they say without question.

But you don't have to let yourself be intimidated. After all, it's your child who's being talked about. You have spent far more time with your child than any school employee, and you know him/her better than anyone else. Your observations and hunches about your child are important. And you have a legal *right* to help in designing his/her educational program.

Some suggestions for avoiding that intimidated feeling and being successful in your communications with school people:

1. Each time you have contact with school people, remind yourself ahead of time that you are important and have a right to be involved.
2. Prepare for meetings. Know ahead of time the important points you want to make. Make a list and take it with you.
3. If possible, take someone with you - to take notes, help you make a point, or provide whatever other form of support you need.
4. When you don't understand something, ask for clarification.

5. Learn to communicate assertively, rather than passively or aggressively.

An *assertive* person clearly states his/her point of view and takes into account what others have to say. Other people generally respect an assertive person.

A *passive* person discounts his/her own needs and defers to the other person. People learn that they can take advantage of a passive person.

An *aggressive* person discounts others and insists on what she/he wants. Others may feel forced to do what the aggressive person wants, but they often feel angry about doing it and will do only as much as they have to. The aggressive person teaches others to fear and avoid him/her.

6. At meetings, let your nonverbal behavior tell others that you know you belong on the team. Examples: Look at people when you talk to them. Take notes. Sit at the table with other participants, not back in your chair like an observer.
7. If you say *some* of what you wanted to say, but not all of it, don't be hard on yourself. Like other skills, assertive communication develops with practice. Congratulate yourself for taking the first steps! (If a major problem will result because of what you didn't say, find out what you can do to get that information included.)
8. It's important to stand up for your rights and those of your child. It's also often necessary to compromise. For most people, deciding when to do which is difficult. It will help to think carefully about your priorities for your child. Of all the things you want, which are most important? Which are you willing to negotiate about?

9. When you have a complaint, discuss it first with the person directly involved. If that doesn't produce results, then go to someone higher up. You will help your own credibility by giving the person involved a chance to make changes before going to a supervisor.
10. Let the school hear from you when you're pleased with what they're doing, not just when you have a problem or complaint. We all appreciate positive feedback, and it can create a "reservoir of good will" to help you if problems do arise.
11. Continue to remind yourself that what you have to say *is* important. If necessary, remind other people that you have a legal right to be included in decisions about your child's education.

Parent Education Project (PEP) Coalition, 152 West Wisconsin Ave., Milwaukee, WI 53203,
414-272-4500

APPENDIX G

PARENT STRATEGIES

Parents: the following strategies for involvement may be appropriate in the planning of your son's or daughter's transition from school to adult life:

1. make sure that vocational training is part of your child's IEP—Individual Education Program;
2. actively support teacher's efforts to provide job training in a variety of jobs in community-based sites;
3. be informed and aware of local and regional services;
4. see that the school, rehabilitation agency, and developmental disabilities agencies are coordinating services and have assigned individuals as case managers before your child graduates;
5. insist that a transition plan that specifies employment training and job placement under designated individuals be designed three to five years prior to your child's graduation;
6. be informed about ongoing innovative employment programs around the country;
7. work with your child at home to promote appropriate behavior, good grooming, wise handling of money, and completion of chores. Allow them to be as independent as possible and especially provide many opportunities to explore and enjoy the community;
8. maintain regular records of outcomes achieved (wages, activities, etc.);
9. request information of progress through training programs;
10. evaluate program effectiveness in relation to son's or daughter's needs;
11. be informed on local funding for adult services;
12. be involved in at least yearly updates of IEP, ISP, IWRP;
13. help to improve opportunities and services for handicapped adults in general;
Examples:
 - a. serve on board of directors of service provider agency
 - b. join or form parent and advocacy groups
 - c. join professional organizations concerned with education or adult services
 - d. serve on local, state and federal advisory committees.

Source: Transition: A Team Approach, North Dakota

TRANSITION IN RURAL AREAS

DEFINITION

The American Council on Rural Special Education (ACRES) defines "rural" as any geographic area where the number of people is less than 150 per square mile. Using this definition, 67% of school districts nationwide are rural, and in Missouri, 70% of the districts could be classified as rural districts.

Using the ACRES definition it is evident that a majority of Missouri schools are rural, but it fails to identify the characteristics of rural schools. Each local education agency (LEA) responds uniquely to situations depending upon the resources available and the creativity of individuals within the community.

UNIQUENESS OF RURAL AREAS

Rural schools and communities do have strengths which are not found in large metropolitan areas. The greatest of these is the "closeness" of the community. In smaller towns, people know one another and there is often the feeling that "we take care of our own." From this feeling can grow a determination to solve problems which often leads to innovative solutions.

Although rural areas do have unique strengths, there are many challenges that rural communities face when undertaking a commitment to transition programs. All LEAs have barriers to overcome when confronting transition, but, in rural areas, the challenges are sometimes magnified. Many schools face money shortages in trying to provide quality education for students. In cities, the high numbers of special students make programming and use of teacher resources more efficient. In rural areas, low incidence populations, necessary travel for itinerant teachers and limited budgets compound the problems in service delivery. Dual roles often limit the time necessary for planning and development purposes, and higher than average personnel turnover rate inhibits the enhancement of ongoing programs.

Directly related to transition of students from school to work are the limited job opportunities in rural areas, the desire of students to remain in their local community, limited transportation services and the absence of conveniently located comprehensive service providers, such as Vocational Rehabilitation, Mental Health or Developmental Disabilities agencies. In larger towns and cities there are more job opportunities, transportation services and community agencies to help students move smoothly from school into adult living. The major obstacle every LEA faces in transition is accessing the opportunities available so as to meet the needs of students. Rural areas need to look at their strengths and utilize these in creative ways to develop transition plans for students. School staff need to familiarize themselves with job training programs, such as the JTPA, customized training, and with postsecondary opportunities for their students (See Appendix A). The Carl Perkins Act, Public Law 98-524, allows money for day care services and guidance counseling. There is also money available for enrollment in non-traditional careers.

IDENTIFICATION OF RESOURCES

Although small communities often feel as if they "know everyone," many times talents are hidden and not accessed unless efforts are made to discover them. Identifying resources and matching them to identified needs is one way to take

stock of your community and perhaps surrounding towns. The American Council on Rural Special Education advised exploring both the school and the community through the following methods:

1. completion of needs assessment at the school and classroom level;
2. completion of resource survey of all school personnel, listing skills and competencies that could be shared with others;
3. completion of a resource survey regarding potential sharing of parent skills and competencies;
4. completion of community needs/resource survey, including employer predictions of future job openings (both volunteer and paid positions); and
5. completion of agency resource manual for individual communities and regional services available to community members.

Services should include all comprehensive service providers in the region as well as major employers and social service agencies in the county. Collaboration with other small local educational agencies would result in a fairly complete, comprehensive manual of resources for your region.

Once needs and resources are identified, steps must be taken to utilize them effectively. If students are to benefit from transition planning, linkage with these resources is vital. Because of limitations in time, money, jobs, transportation, etc. schools which maintain close working relationships with other services and agencies will receive greater benefits for their students. One of the best ways to obtain cooperation is to be on a "first name basis" with at least one person in each service/agency. Teachers and/or administrators will need to become aware of and educate themselves on the services different agencies can provide, the referral procedures and the limitations of these resources. Also service providers need to be educated as to the responsibilities and functions of the schools. A list of local organizations/agencies/services that educators may want to develop rapport with follows.

Private Industry Council (PIC):

The Carl Perkins Act mandates cooperative planning with the Private Industry Council (PIC). The Job Training and Partnership Act (JTPA) has set-aside funds for youth programming, which may be tapped by educational agencies. Often school administrators are reluctant to initiate grant funding sources, but, in the case of JTPA, both sides will benefit; and the students most of all.

Job Service:

Even though there may not be an Employment Office in your town, a representative from the nearest office can come to your school to help students register for eligibility for JTPA and talk to students about job opportunities in the state of Missouri and in their community.

Juvenile Justice Authorities and Family Services:

These two agencies can be very helpful in planning needed services for students who are clients with the agencies. Release of information appears to be the biggest communication problem, but if the individuals involved knew both the student/family and school representatives, much more effective planning could be accomplished.

Social Security Representative:

Being on a "first name" basis with Social Security can provide the teacher/counselor with quick information about rules and regulations.

Department of Mental Health/Social Worker:

The nearest Mental Health Center can send a social worker to the school. Again, information releases are vital, and the sharing of information about a student with problems is imperative for the help the student needs.

Public Health Nurses:

These nurses can help provide vision and hearing screenings and can help teachers with preventive measures for children with chronic disabilities.

Community Employers:

A vital link necessary for transition. Consider not only using their expertise for "Career Days", guest speakers, etc., but also putting on workshops for them on the strategies of working with special needs students.

Individuals in Community with Skills to Offer:

Utilizing the skills and interests of community members as found in the needs assessments mentioned previously.

Civic Organizations and Church Leaders:

Being active members of these organizations is beneficial to communication between the school and the community. Also, school personnel should offer to speak to civic groups and church organizations.

USDA Rural Handicapped Program:

In February of 1983, Secretary of Agriculture John Block and Harold Russell, Chairman, President's Committee on Employment of the Handicapped, signed a Memorandum of Understanding to further the rehabilitation and placement of handicapped persons living in rural areas. Booklets have been made available to USDA field staff and further information concerning the thrust of this program can be obtained from: Rural Handicapped Program, Extension Service, U.S. Department of Agriculture, Room 340-A Administration Building, Washington, DC 20250.

Four-H Clubs:

In recent years Four-H has begun to integrate persons with disabilities into their activities. The socialization a child/adolescent can gain from interaction with others is invaluable in giving him/her the skills necessary for success. More information about programs working with handicapped youth can be obtained from: Mary Whittaker, AGAD Building, Purdue University, West Lafayette, IN 47907.

Vocational-Technical School Personnel:

Secondary level teachers should become familiar with their area school's programs, and find a person there to help them enroll appropriate students in vocational education. The Carl D. Perkins Act requires equal access for all students and familiarity with available options at the vocational school can only help students in their future transition from school to work.

PTA Groups:

These groups could be a beginning resource to develop parent networking groups and parent groups who become advocates for the school.

Hospital Social Services Departments:

A person in this work environment frequently is familiar with regional social service agencies. They may also have a resource directory available which could serve as a starting point for communities to expand upon.

Schools in the Region:

Involvement in Local Administrators of Special Education (LASE) councils could be very beneficial and familiarity with course/program offerings could open the possibilities of materials sharing, teacher/student sharing, etc.

Division of Vocational Rehabilitation:

Again, the nearest office can send a representative to your school to determine eligibility of students, participate in the Cooperative School Work Program and participate in the transition plans/services needed by students.

Sheltered Workshop Representatives:

If students are appropriate for sheltered workshops, it helps in preparation for transition to know what work contacts are being performed, eligibility criteria and expectations they might have for the student.

Rehabilitation Centers:

The DVR counselor could provide information regarding services offered at rehabilitation centers. If one is located near you, a visit is helpful to explain to students/parents what services are available.

Regional Diagnostic Center - Developmental Disabilities (DD):

The services offered through DD are varied and many. To understand all that may be available to a student, a contact person is vital.

SUMMARY

These agencies and services could be a part of your resource guide and aid your student immeasurably in his/her crossing the bridge from school to work. Although these linkages take time to develop, once in place, they take very little time to access necessary information to help the student and parents.

In addition to identifying resources inside and outside the school for help with the transition process, each school has the opportunity to review curriculum and find alternatives which would increase the student's readiness to make the transition out of school and into work (See Appendix B). The infusion of career education concepts at all levels would help familiarize students with the world of work.

The development of career exploratory activities at the junior high or middle school level is also a necessary component in the readiness of a student. Allowing the student to explore values, shadow on a job, participate in field trips, learn to make decisions and begin to assess his/her strengths and weaknesses are all important

parts of exploration activities. Counselors can become more involved at this stage in assessment and presentation of job/career information. This is also the stage to encourage the student to look at his/her community realistically in terms of job opportunities.

Programs for transition require cooperation, communication, coordination, and creativeness on the part of school personnel. Rural schools have shown these characteristics in the solution of other problems they have faced. By utilizing and building on their strengths, they can meet the challenges transition presents and provide the vital elements necessary for the student to cross the bridge from school to adult life.

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APPENDICES

- A. List: Rural Transition Projects/Programs
- B. List: Rural Newsletters

APPENDIX A

RURAL TRANSITION PROJECTS/PROGRAMS

National Rural Development Institute
Western Washington University
Bellingham, WA 98225
(206) 676-3576

The Institute is the headquarters for a number of projects and activities related to rural education. These include the National Rural Project (NRP) and the American Council on Rural Special Education (ACREAS). It offers a wealth of data-based publications addressing particular rural education problems and strategies determined effective in solving these problems, engages in rural education research to assist in setting priorities for its work, and develops models for effective transition from school to rural work/community settings.

Project PPEP (Portable Practical Education Preparation, Inc.)
Training Employment Center
806 East 48th Street
Tucson, AZ 84713
(602) 622-3553

Project PPEP was developed to serve farmworkers and rural residents with the desire to improve their "quality of life" through "self-help" programs. A variety of programs and services are offered including transportation, housing, training and employment, counseling, nutrition, energy assistance, computer technology, and education. The involvement of the business and industrial communities provides both input and support for these programs. Funding for these programs comes from the U.S. Department of Labor and is made possible through the Jobs Training Partnership Act.

Missouri Center for Small Schools
Bill Peter, Director
Lovinger Building 211
Central Missouri State University
Warrensburg, MO 64093
(816) 429-4261

The Missouri Center for Small Schools provides teacher in-service and workshops in a variety of areas. They also provide consultation and staff development services.

Methods of Mainstreaming Rural Special Needs Students
Pamela J. Savack, Consultant/Strategist
Special Education Services
Walsenburg High School
335 W. Pine Street
Walsenburg, CO 81089
(303) 738-1701

One consultant is employed to work with 9 schools as a team member with general educators, special needs teachers, parents, and administrators in development and implementation of education strategies. Observations and educational demonstrations of methods and materials are used to meet unique learning and behavioral difficulties.

Strategies
Dr. Les Potas
Superintendent of Schools
Sanborn District 638
Sanborn, MN 56083

Three Minnesota districts are cooperating on a special project "Small School Pride and Educational Progress through Sharing". In the Project, each student completes an Individual Educational Plan (IEP) with the cooperation and guidance of a teacher-advisor. The advisor-advisee relationship begins in the 7th grade and extends into the final year of high school. A separate career IEP is developed to focus on career choices and monitor programs toward those choices. A vocational cooperative has been developed to offer vocational training. In addition, two of the districts (Lamberton & Sanborn) share all extracurricular activities, including sports. They also share teachers in math, computers, physics, chemistry and agriculture.

Greenhouse Project
Fred Reynolds, Assistant Superintendent
Cherokee County Schools
130 East Main Street
Centre, AL 35960

The Cherokee County Schools are addressing the vocational needs of their disabled and disadvantaged high school students through a greenhouse project. The program is designed to meet local needs of employment in the greenhouse horticultural field — an important business in this rural community. The program was originally funded through Title VI-B but now receives its monies through vocational disadvantaged handicapped funds. A detailed instructional manual is available and costs \$15.00.

Rural School Employability Program
Vicki Hobbs, Program Director
Route 11, Box 72A
Columbia, MO 65201

Traditionally, vocational programs for rural students have been limited. Three rural districts in Missouri are expanding their students' vocational horizons through a concept called Contract Vocational Education (CVE). Through the CVE Program, local business persons contract with the school and family to provide the student with specific on-site training. The business person is compensated as an instructor providing students with marketable skills at a reasonable cost to the district. The student receives valuable job training as well as academic credit upon successful completion of the program. School counselors provide initial career counseling, serve as contract negotiators, and aid in defining the individual programs. Schools interested in developing their own CVE program are encouraged to access Job Training & Partnership Act funds through their local private industry council or chief elected official.

Paraprofessional Training Program
Kansas State Department of Education
Special Education Administration
120 East 10th
Topeka, KS 66612
(913) 296-4941

The state of Kansas is committed to providing preservice and inservice training for over 2,500 paraprofessionals working in urban and rural schools in the state. The statewide inservice model owes a great deal of its success to the state reimbursement for paraprofessionals. The state also has expanded the inservice network across both urban and rural school districts. The paraprofessional has been found to be a very cost-effective alternative in rural areas where it is often difficult to employ special education personnel to meet the needs of special education students. A paraprofessional who has completed the mandatory preservice/in-service and/or college hours can work under the direction of a special education classroom teacher and provide extended services to students in rural areas.

Note: The Missouri Department of Elementary and Secondary Education is sponsoring a replication of this project. For more information regarding this project, contact the Department at:
P.O. Box 480
Jefferson City, MO 65102
(314) 751-2965

Senior Citizens Volunteers
Phillip Lyon, Chair
Education Division
College of St. Rose
432 Western Avenue
Albany, NY 12203
(518) 404-5267

In upstate New York, senior citizens are being trained as volunteers to work with special needs individuals in rural and suburban school districts. During training, a selected number of participants receive training to later become trainers of additional volunteers. The "trainer of trainers" model increases the network of personnel to assist school districts in providing more comprehensive services to students with special needs.

Out-of-home Placement
Joe B. Hassell
Special School District #1
State Department of Education
1415 Main Street
Baton Rouge, LA 70802
(504) 342-1517

Louisiana's Department of Education has developed two models of out-of-home placement to provide services to rural persons with special needs. Often in rural and remote areas, the needed services and agencies are not available, and out-of-home or district placement is the only way the special needs of the individual can be met. The local, regional, and state human service agencies are working together to provide a network of services for the rural client which cannot be provided in the natural home and/or through local community resources. The two programs are the Regional Review Committee Placement Process, which focuses on treatment, habilitation, and care; and the Out-of-District Educational Referral/Placement Process, which addresses educational needs.

Low Incidence Service Delivery
Douglas Householder
NEC-BOCES
P. O. Box 98
Haxtun, CO 80731
(303) 774-6152

A rural service delivery model for low incident programs is sponsored by the Northeast Colorado Board of Cooperative Educational Services (NEC-BOCES), serving fourteen school districts and over 8,000 students. One service is the Mobile Resource Instructional Center; this mobile unit provides supplementary teaching materials and the services of the Media Specialist to all teachers in an area approximately 8,000 square miles. Other programs include a shared film library, cooperative purchasing, regular inservice programs, and assistance in planning. Sharing these programs and the services of professionals allows the school districts to provide services to students with low incidence handicapping conditions; without the shared programs and staff, services could not be provided.

Distance Education
Marilyn Kay Johnson, Chairperson
Special Education Program
University of Alaska at Anchorage
3211 Providence Drive
Anchorage, AK 99508
(907) 786-1711

"Distance Education" is the accepted generic term for a broad range of educational practices around the world which are characterized by a separation of teacher from learner, and a reliance upon technology for bridging that distance. The successful uniting of appropriate pedagogy with technology determines the success of any distance education efforts. The urgency and genuine desire to deal with unmet needs in rural special education has promoted the development of teacher training models and materials which may be destined to low usage, and in some cases failure because they have not heeded the research literature in either technology or pedagogy which describes the pitfalls of much non-traditional distance education. A number of innovative preservice programs using distance education practices have been developed and are being implemented throughout Alaska.

Mobile Vocational Assessment for Handicapped Students
Bennie H. McKay
Supervisor of Vocational Education
P. O. Box 599
Rayville, LA 71269

This program involves a van equipped with vocational assessment tools which travels to 22 schools. Data are collected on students at three levels then integrated into written evaluations, and are also used in deciding goals, objectives, and placement. Materials available include: "Three Level Assessment Model-Commercial Work Samples" and "Vocational Program Components and Sequence Charts."

APPENDIX B

RURAL NEWSLETTERS

ACRES Newsletter
National Rural Development Institute
Western Washington University
Bellingham, WA 98225
(206) 676-3576

The ACRES National Newsletter is a quarterly publication sent to all ACRES members. Each issue contains helpful hints regarding instructional materials and resources, funding opportunities, rural service delivery strategies, federal policy developments, and national trends.

Breaking New Ground
Department of Agricultural Engineering
Purdue University
Agricultural Engineering Building
West Lafayette, IN 47907

Breaking New Ground is a newsletter for farmers with physical limitations, and farmers' family members who have physical disabilities. The quarterly newsletter has articles on modified/adapted machinery or equipment (such as a tractor with an operator-lift), safety tips, letters from readers, addresses/phone numbers of resource organizations, and other related information.

Rural Special Education Quarterly
Ken Pawlak, Editor
Miller Hall 359
Western Washington University
Bellingham, WA 98225

A journal is published as part of the National Rural Development Institute and is devoted to rural special education issues.

TRANSITION OPTIONS

INTRODUCTION

The end goal of a transition program is readiness of the student to enter the adult world which includes obtaining employment, living in the community and developing social relationships. The OSERS transition model shows three bridges to achieve entry into employment: no services, time-limited service or ongoing services. By the time a student reaches 10th grade, the bridge he/she needs to make a smooth transition from school to work should be fairly well determined. This section will outline some of the resources available for each of the bridges. It does assume that the student's IEP team has knowledge of the type of bridge needed and can make use of the resources in their communities. Information is provided as to how to contact the state or national source that can provide information specific to other communities.

NO SERVICES

This bridge is used by many of the mildly handicapped students who graduate. They have utilized the resources in the school and community to determine their career goals for the future. Some students have obtained jobs and will remain working after graduation; have pursued further training opportunities or plan to enter vocational-technical schools or colleges after graduation (See Appendix A). Other individuals have chosen the homemaker role (marriage) and feel no further services are necessary. Many mildly handicapped students manage to make the transition to the adult world with only the help that is available to all students in any local educational agency.

TIME-LIMITED SERVICES

This category is perhaps the largest of the three bridges. It includes many different kinds of services; some free, some paid for by other agencies, and some paid for by the parents/guardians. Students need time-limited services for a variety of reasons. Some may need extra financial help to pursue further schooling, others may need structured living environments or development of work habits and social skills. Some students need guidance and support in seeking and maintaining a job while others need more work experiences before they are ready to decide upon career goals. All of these students, however, have the potential to succeed in competitive employment situations if the necessary time-limited services are obtained. Resources are available to assist an individual with a handicap in bridging the gap between high school and employment. These resources include:

Job Service

Job Services branch offices are located throughout the State. A branch office will usually have a person designated as a "Handicapped Specialist" who could serve the student in a counseling, assessment, placement, and follow up role. Introducing the student to the agency representative should happen while the student is still in school, and follow-up made with a Job Service Representative to see if the student continued the contact and obtained placement after graduation. Job Service has many different approaches/programs that students can take advantage of, if they are motivated towards finding a job. The service is free. Some of the programs are available to students while they are still in school. These programs include:

1. Computerized job bank displays daily current listings of all job openings available on a localized basis. Missouri is divided into 4 Job Bank areas: St. Louis, Kansas City, Southwest Missouri, and Central/Southeast Missouri.
2. Referral to job openings is another available service. When a job opening occurs, the most appropriate person will be referred to the employer.
3. Counseling and placement services are provided. Through interviewing, counseling and testing, the person's capabilities and potential are assessed. The capacities are matched to a job, being sure that the disability is not aggravated by the duties of the job.
4. Information, vocational counseling and placement is available for applicants under 22: Close coordination is maintained with the schools and business and industry in order to provide summer, part-time and full-time jobs for this population.
5. Testing and employment counseling is provided to any job seekers who need assistance in assessing their knowledge, skills and abilities and evaluating vocational training and other career options in order to establish a suitable employment plan.
6. Job search program is provided for participants who are JTPA eligible. A structured group effort to learn the skills necessary for a successful job hunt.
7. Work incentive program participants are those persons receiving Aid to Families with Dependent Children, and who are looking for jobs. The program is a cooperative effort between Employment Security and Division of Family Services. Employers of WIN participants are eligible for reimbursement of their training costs.
8. Job corps is available for those individuals between 16 and 22 years old, from a home that is considered low income, or having a disabling condition. This is a live-in program designed to provide basic education and job training to poor, unskilled out of school, out of work young men and women. Monthly stipends are provided as well as medical and dental care. Different programs offer a variety of training from automotive trades to food service jobs.

STATE OFFICE: Missouri Division of Employment Security, 421 E. Dunklin, Jefferson City, MO 65104, (314) 751-3215.

LOCAL OFFICE: Job Service, 2102 Whitegate Drive, P.O. Box 898, Columbia, MO 65205, (314) 474-8481.

Vocational Rehabilitation

The Division of Vocational Rehabilitation (DVR) has established area offices throughout the state (See Appendix B). The central administrative office is in Jefferson City. A branch office, also in Jefferson City, serves the Columbia area. DVR may provide various services during the transition process. These services are determined on an individual basis and include:

1. a medical examination to determine the extent of disability;
2. guidance in choosing suitable employment;
3. individual counseling during rehabilitation and on the job;

4. medical or surgical care to reduce or remove disabling conditions so that a person can go to work;
5. special devices (such as artificial limbs, wheelchairs or hearing aids) which increase the client's ability to work;
6. on-the-job training during high school through the Cooperative School Work Program;
7. vocational training after high school to prepare an individual for employment which may include tuition and fees as well as books and supplies for education in a college, university, trade school, or on-the-job training program;
8. basic living expenses and transportation assistance for the disabled person receiving medical treatment or vocational training;
9. job-related tools and licenses for clients who are ready to go to work; and
10. help in finding a job.

It should be noted that not all special education students are eligible for vocational rehabilitation services. For those who are eligible, vocational rehabilitation is usually utilized for students who need either help in pursuing further education, or more intensive work-habit training. Vocational Rehabilitation Counselors can provide guidance and financial aid for both schooling and living arrangements while in school. If a student needs more assessment, work habit training and instruction/practice in independent living skills, the counselor may recommend a rehabilitation facility.

The Division of Vocational Rehabilitation is also able to help with direct job placement, and follow-along, and the purchase of assistive devices to enable a person to perform a specific job. The counselor is also responsible for determining the eligibility for sheltered workshop programs.

STATE OFFICE: Missouri Division of Vocational Rehabilitation, 2401 E. McCarty Street, Jefferson City, MO 65101, (314) 751-3251.

LOCAL OFFICE: Vocational Rehabilitation District Office, 3620 West Truman Boulevard, Jefferson City, MO 65101, (314) 751-2343.

Rehabilitation Facilities

Rehabilitation facilities offer many services. They are usually private, not-for-profit agencies, with fees which are paid for by the Division of Vocational Rehabilitation, the Department of Mental Health-Division of Mental Retardation/Developmental Disabilities, and/or local sources. Sometimes parents/guardians pay the fees. The goal of rehabilitation centers is to train handicapped clients to their highest maximum potential and help them find satisfying competitive employment. Most comprehensive rehabilitation facilities offer services in the areas of: vocational evaluation, counseling, work adjustment training, classes in activities of daily living and job placement. Some facilities offer residential services, specific vocational training, adult basic education classes, and medical related services such as occupational and physical therapy (See Appendix C).

As an example, Advent Enterprises is the rehabilitation facility that serves the Columbia area. This facility has a Projects With Industry (PWI) program. PWI pro-

grams were authorized in 1968 to provide funding to assist the severely disabled person in obtaining competitive employment through training and placement. Nearly two-thirds of these projects are operated by rehabilitation facilities, so persons are usually funded by the Division of Vocational Rehabilitation to receive the job placement services.

Advent Enterprises which is one of several rehabilitation facilities in Missouri also offers the following programs:

1. Vocational evaluation assesses an individual's vocational abilities, limitations and vocational interests. Psychometric tests, work samples, situational assessments and on-the-job evaluations are the methods used in evaluation. Upon completion of evaluation, recommendations are made determining the job objective(s) and steps necessary to achieve the objective(s).
2. Work adjustment training develops an individual's vocational capacities in the areas of physical capacities, psychomotor skills, work habits, dress and grooming, production skills, knowledge of work practices and work related skills in order to prepare him/her for employment.
3. Vocational and personal counseling are offered to help the individual in decision making, adjustment to disability, and improving interpersonal relationships. Counseling is primarily focused towards meeting the vocational and independent living goals of the individual. Long-term therapy needs are referred to other sources.
4. Residential services are offered to persons in need of housing for the purpose of shelter, support, structured living and instruction in independent living skills. Residents participate in daily house chores, recreational activities, house meetings, meal preparation and individual independent living goals. Through a program called PRIDE, residents receive credits for various activities as well as movement through a Phase System which allows greater independence.
5. Adult basic education is offered three afternoons per week through a cooperative agreement with the Columbia Public Schools.
6. Activities of daily living classes are offered to those clients needing improvement in the areas of community orientation and transportation, birth control and sexuality, money management and budgeting, and first aid. Individual follow-up and tutoring are provided for those clients needing further assistance in these areas.
7. Clerical training offers individualized instruction in the areas of typing, filing, calculator operation, telephone, business math, punctuality, English, and spelling.
8. Micrographic training includes document preparation, camera utilization, film development, jacket loading, microfiche reading and quality control procedures.
9. Food service training offers hands-on instruction in the areas of sanitation, recipe reading, following instructions, equipment use and maintenance, salad preparation, vegetables, desserts, baking, portion control, dishwashing/clean-up, storage, menu planning, beverages, and money handling.

10. Janitorial skills offers building and maintenance training which provides hands on instruction in cleaning methods, use of chemicals, carpet care, safety precautions, equipment usage, maintenance and basic building maintenance functions.
11. Job placement is provided to those clients completing the requirements for placement services. Clients develop an individualized placement plan that systematically helps them seek employment. Job Seeking Skills evaluation and training are used to help clients develop job application knowledge, resumes, interviewing skills and proper dress. A job club is used to provide support and monitor the progress of the client's job seeking.
12. Head injured program began in 1986 as a result of an intragency cooperative planning grant. In fact, an alliance of service providers has been developed entitled the Mid-Missouri Head Injury Intervention Consortium. The most significant result expected to be achieved by this project is to enhance the quality of life of the head injured adult by providing meaningful experiences and a coordination of services that will directly effect the individual's integration into society. The goal is to transition persons with head injuries, who do not qualify or benefit from the traditional vocational rehabilitation system, into work settings.

NATIONAL ORGANIZATION: National Association of Rehabilitation Facilities, P.O. Box 17675, Washington, D.C. 20041, (703) 556-8848.

LOCAL OFFICE: Advent Enterprises, 2116 Nelwood, Columbia, MO 65202, (314) 474-8560.

Human Development Corporation

There are area agencies across the state for this organization. Although they may be under different names, this is the organization which works closely with the Private Industry Councils to implement the Job Partnership and Training Act (JPTA). HDC develops and maintains many different programs for both youth and adults. The service is free to eligible applicants. Job training, placement and work experience programs are available in the Columbia area. For a handicapped student who does not meet the income requirements for the program, a letter must be written stating how the disability interferes with gaining and/or maintaining employment. The following programs are available for eligible students in transition:

1. On-the-job-training is conducted in the work environment with private and public employers. It is designed to enable the client to learn a specific occupation through demonstration and practice. The expected outcome of this training is permanent, unsubsidized employment.
2. Customized training is designed to meet the individual needs of new or expanding employers. This training often includes classroom education where technical aspects of the job are taught, as well as on-the-job training.
3. Job search assistance program is a structured, organized and consistent approach to finding employment. All aspects of the job search are explored: interviewing techniques, resume preparation, uncovering job leads, self-presentation and how to keep a job. This job search training is

conducted in a group setting of 6 to 10 people to promote the sharing of job leads and information and to provide a support for participants.

4. Work experience program covers the basic responsibilities and attitudes that are necessary for enrollment in the other employment and training programs. A client will work 30 hours weekly and attend Adult Basic Education and General Educational Development classes for 10 hours each week for 16 weeks.
5. Try-out employment/youth program attempts to help youth aged 16 to 21 make the transition to the work force. The on-the-job try-out experience totals 250 hours, upon completion of which the jobsite employer must hire the youth.
6. Individual certification may be obtained by a client. A client may receive financial aid to pay tuition to any accredited, one-year or two-year training program. Examples of possible training include: licensed practical nursing, cosmetology, heavy equipment operation, business occupations, etc. This program also pays for books and some supplies that may be required for training.
7. Area vocational technical school program may be attended and tuition of eligible high school seniors who attend the vocational school in their area is paid through this program. Eligibility is determined by the Human Development Corporation in each county.

LOCAL OFFICE: Central Missouri Counties Human Development Corporation, 206 Fourth Avenue, Columbia, MO 65205, (314) 443-8731.

Association for Retarded Citizens

The intent of the program is to encourage businesses to provide opportunities for mentally retarded persons. The ARC assists a business in determining where a mentally retarded individual can be of benefit to the business. Employers who hire and train mentally retarded employees as part of the on-the-job training program (O.J.T.) of the ARC may receive financial benefits through this program. The project will reimburse an employer for 1/2 of the wages for the first 160 hours and 1/4 of the wages for the next 160 hours of employment. All mentally retarded individuals who are at least 16 years of age and seeking full-time employment are eligible. The employer must intend for the trainee to continue as a regular employee after the training period and pay the current state or federal minimum wage.

In order to participate in the OJT program, ARC should be contacted in order to provide the appropriate forms. The retarded individual needs to be placed with a business that is aware that they are eligible for the benefits. For further information contact:

NATIONAL OFFICE: Association for Retarded Citizens: On-The-Job Training Project, 2501 Avenue J, Arlington, TX 76011, (817) 640-0204.

REGIONAL OFFICE: Job Placement Specialist, United Cerebral Palsy Building, 106 E. 31st Terrace, Kansas City, MO 64111, (816) 531-0347.

Local Examples

Job Center

This is a local Columbia private, not-for-profit agency which offers employment, job development, job placement, financial counseling and temporary day workers to employers and households. Services are free to anyone 16 years and over.

LOCAL OFFICE: Job Center, 412 E. Ash, Columbia, MO 65201, (314) 449-3431.

Opportunities Unlimited

This local agency will help with job placement, but it's major focus is helping the disabled through information and referral, counseling, personal care attendants, services to the hearing impaired, advocacy and housing referral.

LOCAL OFFICE: Opportunities Unlimited, 111 S. 9th St., Suite 211, Columbia, MO 65201, (314) 874-1646.

Training of the Disabled in Computer Programming (TODCOMP)

TODCOMP trains physically disabled persons for computer programming positions in business and industry, independent living, and driver education. Eligibility requirements are a high school diploma or the equivalent; the results of the Wechsler Adult Intelligence Scale and Wide Range Achievement Test; motivation, interest and general employability; and previous academic and employment record. Most applicants are referrals from agencies such as Division of Vocational Rehabilitation, Bureau for the Blind or Veterans' Administration. A prospective applicant may also contact the office directly. Most students receive funding through Vocational Rehabilitation, Bureau for the Blind or Veteran's Administration or may apply for the Pell Grant.

LOCAL OFFICE: Training of the Disabled in Computer Programming, Route 4, Box 199, Columbia, MO 65201, (314) 499-3481.

In using national, state or local agencies for time-limited services, the important point is to obtain the best service that the student needs. In order to do this, the educator must be familiar with both the student's needs and with the agencies and the services they offer. It is a good idea to visit the agencies, become more aware of their services, and develop a "first name" relationship with a professional from each agency. Dependent upon the student need, a representative of the agency who will work with the student after graduation, should be involved in the final planning process.

ONGOING SERVICES

This category in the OSERS model is usually utilized by the severely/multiply handicapped student. This is a low-incidence population but one which will need services for an extended length of time. In this category, transition personnel are looking at not only appropriate employment opportunities, but also residential settings for their graduates. For these students, transition planning must start very early, as waiting lists for most residential facilities are very long, and employment

programs are difficult to find. Unless great efforts are made, these students may "just sit at home" after graduation, and become institutionalized when parents/guardians are no longer there to provide for them.

Several alternative supported employment models have been developed for this population. Individualized vocational on-the-job training, work enclaves and work crews have been some of the program models which have worked.

1. Individualized vocational training is a model in which the student is trained in the business/industry where he/she will work. A trainer or job coach stays with the person until the job is well-learned, then begins to fade out. Contact is kept with the employer for an extended length of time in case there are problems, or re-training needs to be done. Some programs have taken this approach one step further and maintain a one to one trainer with the person indefinitely.
2. The enclave programs usually take a group of handicapped workers into a business or industry to do a job. The trainer or job coach remains on the job as supervisor of the group.
3. Work crews also have one designated person that serves as a supervisor for a small group of individuals but usually move from business to business performing subcontracted work such as janitorial or lawn care services or food services. This model allows for the workers to be exposed to a variety of jobs.

There are few of these programs in existence at this point in time. However, as model transition programs are funded at the federal and state levels, more will likely evolve. These programs will take a large amount of interagency and business/industry cooperation, and educators will undoubtedly help in planning for appropriate employment and ongoing service options for students.

For some students, the sheltered workshop may be an employment option. Sheltered workshops provide meaningful work, instill good work habits and usually pay workers based on their production level (See Appendix D). Sheltered employment is not always the terminal employment level of an individual, and, as productivity improves, there is a possibility of moving into a transitional rehabilitation facility or competitive employment.

If a student's transition plan includes sheltered employment, then the Division of Vocational Rehabilitation must become involved and certify the student. This is usually just a matter of paperwork to certify the student's capabilities for sheltered employment.

For some students a day activity center will be their goal upon transition. Very few of these exist, although the United Cerebral Palsy is well known for their programs. A day activity center does not concentrate on competitive work skills, but on socialization and other activities.

Residential services may be needed by this population. Structured living arrangements and group homes are also services that are hard to find and have waiting lists. A group home usually serves only residents within a certain geographical region, unless there are vacancies. Parents should be given information about residential services at least two years before their child graduates in order for the paperwork to be approved and a space to be available when they need it.

The following are some resources for use with the transition of a severely handicapped population.

Mental Retardation/Developmental Disabilities Regional Center

This agency offers screening for eligibility for services through the Division of Mental Retardation/ Developmental Disabilities. The center can provide the services either through contracts purchasing the required services or through the direct provision of the services. Each of the eleven regional centers differ in how they provide these services (See Appendix E). However, the services may include: diagnosis and evaluation, counseling, respite care, recreation, habilitation, training, vocational habilitation, residential care homemaker services, developmental day care, sheltered workshops, referral to appropriate services, placement, and transportation.

STATE OFFICE: Department of Mental Health, Division of Mental Retardation and Developmental Disabilities, 2002 Missouri Boulevard, P.O. Box 687, Jefferson City, MO 65102, (314) 751-4054.

LOCAL OFFICE: Central Missouri Regional Center, Vandiver West Business Park, Building 6, Suite 100, Columbia, MO 65201, (314) 874-3800.

Sheltered Workshops

If a student is appropriate for sheltered employment, it is helpful to the transition process to begin training for needed skills on the secondary level. A visit to the workshop is necessary to understand their needs. Parents need to be informed early, as well as the Division of Vocational Rehabilitation, as waiting lists are often long and DVR must certify the student for sheltered employment.

STATE OFFICE: Extended Employment Sheltered Workshop, P. O. Box 480, Jefferson City, MO 65102, (314) 751-3547.

LOCAL OFFICE: Central Missouri Sheltered Enterprises, P.O. Box 279, Columbia, MO 65205, (314) 442-6935.

United Cerebral Palsy

United Cerebral Palsy offers services to handicapped individuals through various local agencies. These agencies provide day programs for severely disabled adults, including independent living skills, social skills, transportation and recreational experiences. In addition, supportive services, referral and advocacy are available.

STATE OFFICE: Missouri Association of United Cerebral Palsy, 125 W. Dunklin, Suite 35, Jefferson City, MO 65101, (314) 636-5334.

LOCAL OFFICE: Jacobs Center, 914 West Boulevard South, P.O. Box 432, Columbia, MO 65205, (314) 442-4455.

EXAMPLES OF ON-GOING SERVICES CONSIDERED TO BE INNOVATIVE PROGRAMS

Each community may have innovative programs that are designed to take advantage of the unique characteristics of that community. The following are examples of innovative programs which may be replicated:

Handicapped Opportunities Project (HOP)

This Kansas City project is an effort to network many agencies in order to provide more job opportunities to persons with handicaps. HOP works closely with the Division of Employment Security. The service is computerized and gives employers a single, comprehensive, free resource from which qualified job applicants may be chosen. The service is utilized for job ready clients.

OFFICE: Handicapped Opportunities Project, Bruce Scott, Mayor's Office on Disabled, 25th Floor City Hall, Kansas City, MO 64106, (816) 274-1235.

Placement Assistance to the Handicapped (PATH)

Like HOP, this organization consists of representatives from organizations serving handicapped individuals. However, it is located in St. Louis. Agencies work cooperatively to provide better placement assistance to the clients they serve, and work with the Employment Security Office's computerized job bank to find appropriate jobs for their clients.

OFFICE: Placement Assistance to the Handicapped, Verda Willard, 4645 Gravois, St. Louis, MO 63116, (314) 832-7443.

Job Accommodation Network

Operated by the President's Committee on Employment for the Handicapped, JAN is a database containing specific information about how individual tasks can be done by persons with limitations. JAN enables employers to discuss with other employers accommodations which have proved successful in specific instances. Functional limitations will be related to functional job requirements: real people working at real jobs because successful accommodations are made. There is no cost for this service.

OFFICE: Job Accommodation Network, P. O. Box 468, Morgantown, WV 26505, (800) JAN-PCEH.

SUMMARY

In order for students to have transition options after graduation, changes must occur in the educational planning procedures. Instead of looking year by year at the IEP, long-range planning must begin, at least by the 9th grade. Prior to this, functional skills, employability/generalizable skills and personal/social skills needed for adult life must be taught. By the 8th grade, an appropriate 4 year plan should be developed for each student, which includes ideas/planning for transition. This plan can certainly be modified or adapted as necessary, but parents, students and educators should begin thinking about "life after graduation" long before the spring of the 12th grade year. The development of intra-agency collaboration, cooperation and communication must also occur, and include the business/industry arena in the community. Educators can take the initiative and creatively develop transition programs that work for handicapped students.

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APPENDICES

- A. List: Post-Secondary Resources
- B. List: Missouri Division of Vocational Rehabilitation District Offices
- C. List: The Missouri Association of Rehabilitation Facilities
- D. List: Extended Employment Sheltered Workshops
- E. List: Division of Mental Retardation—Developmental Disabilities Facilities

APPENDIX A

POST-SECONDARY RESOURCES

The Missouri Department of Higher Education provides a list of public and private community colleges, state colleges and universities.

For information call:

Department of Higher Education	(314) 751-2361
Educational Grants Hotline.....	(800) 533-9800
Guide to Missouri Post-Secondary Programs	
Offering Special Services.....	(800) 392-7217

HEATH Resource Center
One Dupont Circle, NW, Suite 670
Washington, DC 20036-1193
(202) 833-4707

The office of HEATH acts as a clearinghouse for information on higher education opportunities for disabled post-secondary adults. The office maintains active resource files on the following subjects:

1. Higher education agencies who actively provide support services or programs for the handicapped.
2. Information on specific job clusters that are employing the handicapped.

The Association on Handicapped Student Service Programs in Post-Secondary Education (AHSSPPE)
P. O. Box 21192
Columbus, OH 43221

AHSSPPE is a national, nonprofit organization of persons from all fifty states, Canada, and other countries committed to promoting the full participation of individuals with disabilities in college life. The Association has sponsored numerous workshops and conferences which have focused on common problems and solutions in upgrading the quality of services available for handicapped students within post-secondary institutions. Membership includes subscriptions to the ALERT newsletter and the quarterly AHSSPPE bulletin as well as reduced rates on conference fees and other publications.

APPENDIX B

MISSOURI DIVISION OF VOCATIONAL REHABILITATION DISTRICT OFFICES

(Central Office)
2401 E. McCarty
Jefferson City, MO 65101
Phone: (314) 751-3251

1923 North Kingshighway
Cape Girardeau, MO 63701
Phone: (314) 334-7701

528 Park Lane
Chillicothe, MO 64601
Phone: (816) 646-1542

P.O. Box 230
Farmington, MO 63640
Phone: (314) 756-5758

Fulton State Hospital
Auxiliary Services Bldg.
Fulton, MO 65251
Phone: (314) 642-3311

205 South 5th Street
Hannibal, MO 63401
Phone: (314) 221-3362

Suite 240
3640 South Noland Road
Independence, MO 64055
Phone: (816) 254-2750

3684 North Ten Mile Drive
Jefferson City, MO 65101
Phone: (314) 751-2343

1609 East 20th
Joplin, MO 64801
Phone: (417) 781-3921

State Office Building
Room G-11
615 East 13th Street
Kansas City, MO 64106
Phone: (816) 274-6581

Room 504
1734 East 63rd Street
Kansas City, MO 64110
Phone: (816) 363-5818

110 South Adams Street
Nevada, MO 64772
Phone: (417) 667-5081/5082

9378 Olive Boulevard
Olivette, MO 63132
Phone: (314) 991-4330

2717 Westwood Blvd.
Poplar Bluff, MO 63901
Phone: (314) 686-1194

1030B Kingshighway
Rolla, MO 65401
Phone: (314) 364-8738

1360 South Fifth Street
Suite 370
St. Charles, MO 63301
Phone: (314) 946-2788

1504B N. 36th Street
St. Joseph, MO 64506
Phone: (816) 279-2556
and

St. Joseph Hospital
3400 Frederick
St. Joseph, MO 64502
Phone: (816) 232-8455

St. Louis State Hospital
5400 Arsenal
Mail Stop 606
St. Louis, MO 63139
Phone: (314) 644-8900/8901

Shell Building
1221 Locust Street
St. Louis, MO 63103
Phone: (314) 231-2340

Suite 108
2700 Rockcreek Parkway
North Kansas City, MO 64117
Phone: (816) 842-6422

2903D West Broadway
Sedalia, MO 65301
Phone: (816) 827-1666

1578 Imperial Center
P.O. Box 166
West Plains, MO 65775
Phone: (417) 256-8294

7355 Manchester
Maplewood, MO 63143
Phone: (314) 644-3311

149 Park Central Square
Room 526
Springfield, MO 65806
Phone: (417) 868-3397

APPENDIX C

The Missouri Association of Rehabilitation Facilities

705 N.W. 44th Street
Kansas City, Missouri 64116
(816) 453-3392

EXECUTIVE DIRECTOR
Charles Broomfield

Advent Enterprises, Inc.
2116 Nelwood Drive
Columbia, MO 65202
(314) 474-8560
Russell Doumas

Charles E. Still Osteopathic Hospital
1125 South Madison Street
P.O. Box 1128
Jefferson City, MO 65101
(314) 635-7141
Marlene Medin

Heartland Hospital - West
7th and 9th at Faraon
St. Joseph, MO 64501
(816) 271-7111
Christine Kearns

Helping Hand of Goodwill
1817 Campbell
Kansas City, MO 64108
(816) 842-7425
Jo Parent

Howard A. Rusk Rehabilitation Center
University of MO - Columbia Hospital &
Clinics
One Hospital Drive
Columbia, MO 65212
(314) 882-1071
Myrna Brunning

Irene Walter Johnson Rehabilitation
Institute
Washington University
509 S. Euclid Ave., Box 8062
St. Louis, MO 63110
(314) 362-2370
Carolyn Baum

Life Skills
609 North and South Road
St. Louis, MO 63130
(314) 863-3913
Bill Welch

Metropolitan Employment and
Rehabilitation Service
1727 Locust Street
St. Louis, MO 63103
(314) 241-3464
Sam Bernstein, Ph.D.

Missouri Goodwill Industries
4140 Forest Park Blvd.
St. Louis, MO 63108
(314) 371-6320
David Parrish

Missouri Occupational Therapy Assoc.
9426 Chester Avenue
St. Louis, MO 63114
(314) 355-2300 Ext. 5767
Debbie Grillion

Missouri Physical Therapy Assoc.
3406 Locust
Kansas City, MO 64109
(816) 756-2250
Sandy Martin Thode

Project, Inc.
6301 Manchester Avenue
St. Louis, MO 63139
(314) 647-3300
Susan Petersen

Rehabilitation Institute
3011 Baltimore Avenue
Kansas City, MO 64108
(816) 756-2250
George Gutknecht

Jewish Hospital of St. Louis
216 South Kingshighway
St. Louis, MO 63103
(314) 454-7756
Dr. Franz U. Steinberg

Jewish Vocational Service
1608 Baltimore
Kansas City, MO 64108
(816) 471-2808
Howard Weiss

Lakes County Rehabilitation Center
2626 W. College Road
Springfield, MO 65802
(417) 862-1753
Bob Scheid

St. Luke's Hospital
Wornall Road at 44th Street
Kansas City, MO 64111
(816) 932-2000
Lou Loescher

Spelman Memorial Hospital
601 S. 169 Highway
Smithville, MO 64089
(816) 532-3700
Russell Johnson

Charles Broomfield
Executive Director
705 N. W. 44th Street
Kansas City, MO 64116
(816) 453-3392 (Kansas City)
(314) 751-2199 (Jefferson City)

APPENDIX D

EXTENDED EMPLOYMENT SHELTERED WORKSHOPS

DEPARTMENT OF ELEMENTARY AND
SECONDARY EDUCATION
P.O. Box 480
117 Commerce Drive
Jefferson City, MO 65102
Ottis E. Thompson, Director
Extended Employment Sheltered Workshop
Program
Telephone: (314) 751-3547

BIG SPRINGS SHELTERED WORKSHOP, INC.
Route 2, Box 99
Van Buren, MO 63088
Edwina Carnahan, Manager
Telephone: (314) 323-8507

BLUE VALLEY INDUSTRIES
1608 Prospect
Kansas City, MO 64127
Paul Reiff, Manager
Telephone: (816) 483-1620

BOONE CENTER WORKSHOP, INC.
1913 N. Second Street, Box 214
St. Charles, MO 63301
Fulvio Franz, Manager
Telephone: (314) 946-3161

BOONSLICK INDUSTRIES, INC.
P.O. Box 239
1620 Ashley Road
Boonville, MO 65233
Ronald Mahaffie, Manager
Telephone: (816) 882-5576

CAPE GIRARDEAU COMMUNITY
SHELTERED WORKSHOP
1330 State Hwy. 74
P.O. Box 831
Cape Girardeau, MO 63701
Hilary Schmittzehe, Director
Telephone: (314) 334-9661

CAPITOL PROJECTS, INC.
2001 East McCarty
Jefferson City, MO 65101
Kenneth Wagner, Manager
Telephone: (314) 634-3660

CASCO AREA WORKSHOP
1800 Vine Street
P.O. Box 506
Harrisonville, MO 64701
Jerry Lawler, Manager
Telephone: (816) 884-2051

CENTRAL MISSOURI SHELTERED
ENTERPRISES
Hwy. 63 South, P.O. Box 279
Columbia, MO 65201
Dale Crane, Manager
Telephone: (314) 442-6935

CHARITON COUNTY E.E.
SHELTERED WORKSHOP
Route 1
Keytesville, MO 65261
Ernest J. Nanneman, Manager
Telephone: (816) 288-3693

CLINCO SHELTERED INDUSTRIES, INC.
109 West Third
Cameron, MO 64429
Mrs. Joe (Blossom) Pribil, Manager
Telephone: (816) 632-3966

COMMUNITY OPPORTUNITIES, INC.
1001 South Osteopathy Street
Kirksville, MO 63501
Vivian Wescott, Manager
Telephone: (816) 665-5768

COMMUNITY SHELTERED WORKSHOP
Box 586, 515 Northwest Street
Sikeston, MO 63801
Harvey Cooper, Manager
Telephone: (314) 472-0583

COTTON BOLL SHELTERED
WORKSHOP, INC.
Rt. 2, Box 821
Kennett, MO 63857
Malcolm Gramling, Manager
Telephone: (314) 888-2666

CROWDER INDUSTRIES
P.O. Box 86
Neosho, MO 64850
Vernon Stonecipher, Manager
Telephone: (417) 451-5075

DOCO, INCORPORATED
Route 5, Box 41
Ava, MO 65608
Carol Strahley, Manager
Telephone: (417) 683-5316

EMMAUS ENTERPRISES, INC.
RFD 2, Box 187
Marthasville, MO 63357
Harold Habecost, Manager
Telephone: (314) 433-2335

ENTERPRISES UNLIMITED, INC.
P.O. Box 315
Bolivar, MO 65613
Lynn M. Geiger, Manager
Telephone: (417) 326-6464

FLORISSANT VALLEY SHELTERED
WORKSHOP
210 Rue St. Francois
Florissant, MO 63031
Doris Neel, Manager
Telephone: (314) 839-1406

FOUNDATION WORKSHOP FOR
THE HANDICAPPED
12600 3rd Street
Grandview, MO 64030
Thomas Hogan, Manager
Telephone: (816) 763-7822

THE HELPING HAND OF GOODWILL
1817 Campbell
Kansas City, MO 64100
Jo Pavent, Manager
Telephone: (816) 842-7425

HANDI-SHOP, INC.
516 East Liberty
Mexico, MO 65265
Terry Weatherspoon, Manager
Telephone: (314) 681-1191

HARRISON COUNTY
SHELTERED WORKSHOP
407 South 18th Street
Bethany, MO 64424
Susan Hansell Legaard, Manager
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HOPE HAVEN INDUSTRIES, INC.
304 Clay
Chillicothe, MO 64601
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IBS INDUSTRIES, INC.
1085 Yuma
Independence, MO 64055
Marcie Barclay, Manager
Telephone: (816) 796-7070

IDEAL INDUSTRIES
Hwy. 13 South
Richmond, MO 64085
Ben Galbraith, Manager
Telephone: (816) 776-7137

INDUSTRIAL AID, INC.
4417 O'Leatha
St. Louis, MO 63116
Ken Koen, Manager
Telephone: (314) 773-3200

INDUSTRIAL OPPORTUNITIES, INC.
P.O. Box 44, 510 Vine
Kahoka, MO 63445
Keith E. Spory, Manager
Telephone: (816) 727-2515

INNOVATIVE INDUSTRIES, INC.
2605 Grand Avenue
Carthage, MO 64836
Larry Lloyd, Manager
Telephone: (417) 358-6891

ITE, INCORPORATED
6510 Page Blvd.
St. Louis, MO 63133
Mary Piazza, Manager
Telephone: (314) 725-3660

INDUSTRIAL SERVICE
CONTRACTORS, INC.
Rte. 3, Box 566B
Warrensburg, MO 64093
Bill Rumsey, Manager
Telephone: (816) 747-9212

JEFFCO SUBCONTRACTING
2065 Pomme Road
Arnold, MO 63010
Betty Fosterling, Manager
Telephone: (314) 296-6211

JOPLIN WORKSHOP, INC.
P.O. Box 1609
Joplin, MO 64801
Gary Johnson, Manager
Telephone: (417) 781-2862

JVS WORKSHOP
1608 Baltimore
Kansas City, MO 64108
Jerry L. Tindall, Manager
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KINGDOM PROJECTS, INC.
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Fulton, MO 65251
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941 Utah, P.O. Box 1208
Lebanon, MO 65536
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LAFAYETTE COUNTY ENTERPRISES, INC.
109 W. 19th Street
Higginsville, MO 64037
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LAFAYETTE WORK CENTER
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George Schumacher, Manager
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Route 1, Box 868
Camdenton, MO 65020
Dale Worley, Manager
Telephone: (314) 346-7934

LAMAR SHELTERED WORKSHOP, INC.
700 East 20th
Lamar, MO 64759
Harold Keatts, Manager
Telephone: (417) 682-3506

LINCOLN COUNTY
SHELTERED WORKSHOP, INC.
Rt. 1, Box 638
Troy, MO 63379
Robert Wermuth, Manager
Telephone: (314) 528-8869

MANUFACTURERS ASSISTANCE
GROUP (MAG)
122 Bartlett Street, P.O. Box 632
Poplar Bluff, MO 63901
Dan Cashion, Manager
Telephone: (314) 785-1624

MISSOURI COMMUNITY
IMPROVEMENT INDUSTRIES (MCII)
105 Burks Road
Farmington, MO 63640
Barbara J. Walbert, Manager
Telephone: (314) 756-6406

MONETT AREA E.E. WORKSHOP, INC.
P.O. Box 427, 1201 Broadway
Monett, MO 65708
Eugene Burleson, Manager
Telephone: (417) 235-3191

MONROE CITY SHELTERED WORKSHOP
300 Winter, P.O. Box 262
Monroe City, MO 63456
Polly Johnson, Manager
Telephone: (314) 735-4751

NODAWAY COUNTY
SHELTERED WORKSHOP
319 South Newton
Maryville, MO 64468
Gary E. Schneider, Manager
Telephone: (816) 582-2928

NORTHEAST MISSOURI
COOPERATIVE WORKSHOP
659 Clinic Road
Hannibal, MO 63401
Francis Foley, Manager
Telephone: (314) 221-3211

NORTHWEST MISSOURI
ACHIEVEMENT WORKSHOP (NO WE MO)
Hwy. 136 East, P.O. Box 29
Rock Port, MO 64482
Marjorie Postlewait, Manager
Telephone: (816) 744-2758

OPPORTUNITY ENTERPRISES
908 East Bolen
Carrollton, MO 64633
Ken Epley, Manager
Telephone: (816) 542-1401

OPPORTUNITY WORKSHOP, INC.
P.O. Box 160
Stanberry, MO 64489
Bob Pickerel, Manager
Telephone: (816) 783-2093

OZARK SHELTERED INDUSTRIES, INC.
Planned Progress Park, Box 37
Pomona, MO 65789
Courtney Murphy, Manager
Telephone: (417) 469-3896

PEMISCOT PROGRESSIVE INDUSTRIES
P.O. Box 475, 705 West Washington
Hayti, MO 63851
John Hudson, Manager
Telephone: (314) 359-1551

PIKE COUNTY SHELTERED WORKSHOP
Junction 61 and 161
Bowling Green, MO 63334
Paul Morabito, Manager
Telephone: (314) 324-3450

PROJECT WORKSHOP, INC.
6301 Manchester
St. Louis, MO 63139
David Hurst, Manager
Telephone: (314) 647-3300

PULASKI COUNTY
SHELTERED WORKSHOP
P.O. Box 576
Crocker, MO 65452
Arvil Cotton, Manager
Telephone: (314) 736-5359

QUALITY INDUSTRIES OF THE
LAKE OF THE OZARKS
300 North Monroe
Versailles, MO 65084
Bob Garnett, Manager
Telephone: (314) 378-6122

RANDOLPH COUNTY
SHELTERED WORKSHOP
1800 Leah Lane
Moberly, MO 65270
Duane Bradley, Manager
Telephone: (816) 263-6202

REHABILITATION INSTITUTE
INDUSTRIES, INC.
3011 Baltimore
Kansas City, MO 64108
Gene Livingston, Manager
Telephone: (816) 756-2250

RIVER BLUFF INDUSTRIES
P.O. Box 121
Herman, MO 65041
Muriel Mure, Manager
Telephone: (314) 486-2040

ROLLA AREA SHELTERED WORKSHOP
P.O. Box 961
Rolla, MO 65401
Virginia Rozanski, Manager
Telephone: (314) 364-2883

SCENIC RIVERS SHELTERED INDUSTRIES
Highway 32 West, Box 64
Salem, MO 65560
Lesla Steelman, Manager
Telephone: (314) 729-6264

SERVICE FOR EXTENDED
EMPLOYMENT (SEE)
No. 7 Industrial Drive
Piedmont, MO 63957
Willis Costephnes, Manager
Telephone: (314) 223-7705

SERVICES FOR EXTENDED
EMPLOYMENT AND DEVELOPMENT,
INC. (SEED)
1727 Locust
St. Louis, MO 63103
Ed Ruhmann, Manager
Telephone: (314) 241-3464

SHELTERED WORKSHOPS, INC.
1902 West Main Street
Washington, MO 63090
Louis W. Hausman, Manager
Telephone: (314) 239-2744

SHELTERED WORKSHOP OF
PETTIS COUNTY, MISSOURI, INC.
P.O. Box 1565
Sedalia, MO 65301
John Chambers, Manager
Telephone: (816) 827-3920

SOUTHEAST WORKSHOP FOR THE
HANDICAPPED
P.O. Box 9473
Kansas City, MO 64133
Dee Ann Stock, Manager
Telephone: (816) 353-2704

SPRINGFIELD WORKSHOP
P.O. Box 4811, Glenstone Station
Springfield, MO 65804
Larry Carter, Manager
Telephone: (417) 866-2339

STE. GENEVIEVE COUNTY
SHELTERED WORKSHOP
P.O. Box 166, Industrial Drive
Ste. Genevieve, MO 63670
Mark Caputo, Manager
Telephone: (314) 883-2727

ST. JOSEPH SHELTERED WORKSHOP
415 N. 3rd, Station A, Box 112
St. Joseph, MO 64501
John Senne, Manager
Telephone: (816) 232-8083

STODDARD COUNTY SHELTERED
WORKSHOP
North Harris Commercial Park
Highway 114 West, P.O. Box 505
Dexter, MO 63841
James LaBrot, Manager
Telephone: (314) 624-5971

TANTONE INDUSTRIES, INC.
P.O. Box 517
Branson, MO 65616
Sande Eby, Manager
Telephone: (417) 334-7447

THREE RIVERS SHELTERED
INDUSTRIES, INC.
Highway 106 West
Eminence, MO 65466
Randy Dale, Manager
Telephone: (314) 226-5449

TRI-COUNTY SHELTERED
WORKSHOP, INC.
9 South Mechanic
Butler, MO 64730
Robert E. Scifers, Manager
Telephone: (816) 679-3667

UNIQUE SERVICES, INC.
Cedar Center
Mountain Grove MO 65711
Lester Davidson, Manager
Telephone: (417) 926-6345

UNIVERSAL SHELTERED WORKSHOP
6912 West Florissant Avenue
St. Louis, MO 63136
Mary Duerbeek, Manager
Telephone: (314) 389-7072

VOCATIONAL SERVICES CLAY-PLATTE
RETARDED CHILDREN'S COMPANY
101 West 18th Avenue
North Kansas City, MO 64116
D. J. Wasserstrom, Manager
Telephone: (816) 421-7440

WARREN COUNTY SHELTERED
WORKSHOP, INC.
P.O. Box 7
Warrenton, MO 63383
Linda Ordelheide, Manager
Telephone: (314) 456-4800

WEB-CO CUSTOM INDUSTRIES, INC.
P.O. Box 486
Marshfield, MO 65706
Lawrence J. Emrick, Manager
Telephone: (417) 468-5890

WEST COUNTY WORKSHOP
INDUSTRIES, INC.
10746 Trenton
Olivette, MO 63132
Colleen Roach, Manager
Telephone: (314) 428-2222

WORK ACTIVITY CENTER
OF SOUTH ST. LOUIS COUNTY
8520 Mackenzie Road
St. Louis, MO 63123
Charles Coons, Manager
Telephone: (314) 631-8300

WORTH INDUSTRIES, INC.
3501 North Broadway
St. Louis, MO 63147
Ed J. Brennan, Manager
Telephone: (314) 231-6600

APPENDIX E

DIVISION OF MENTAL RETARDATION - DEVELOPMENTAL DISABILITIES FACILITIES

LONG-TERM RESIDENTIAL FACILITIES

HIGGINSVILLE HABILITATION CENTER

Dr. James Morrey, Superintendent
P.O. Box 522
Higginsville, Missouri 64037
Phone: (816) 584-2142

MARSHALL HABILITATION CENTER

Ms. Adrienne McKenna, Superintendent
P.O. Box 190
Marshall, Missouri 65340
Phone: (816) 886-2201

NEVADA HABILITATION CENTER

Mr. Orvis Salrin, Superintendent
Nevada, Missouri 64772
Phone: (417) 667-7833

BELLEFONTAINE HABILITATION CENTER

Joseph W. Kunz, Ed.D., Superintendent
10695 Bellefontaine Road
St. Louis, Missouri 63137
Phone: (314) 388-8000

ST. LOUIS DEVELOPMENTAL DISABILITIES TREATMENT CENTER

Mr. John Twiehaus, Superintendent
5400 Arsenal
St. Louis, Missouri 63139
Phone: (314) 644-8400

South County Habilitation Center

Mr. Greg Kramer, Unit Dir.
2312 Lemay Ferry Road
St. Louis, Missouri 63125
Phone: (314) 894-5400

Midtown Habilitation Center

Ms. Debra Ruskey, Unit Dir.
1438 South Grand Boulevard
St. Louis, Missouri 63104
Phone: (314) 577-6400

REGIONAL CENTERS FOR THE DEVELOPMENTALLY DISABLED

ALBANY REGIONAL CENTER FOR THE DEVELOPMENTALLY DISABLED

Ms. Lois Towell, Director
13th and Maple
Route #1, P.O. Box D
Albany, Missouri 64402
Phone: (816) 726-5246

CENTRAL MISSOURI REGIONAL CENTER FOR THE DEVELOPMENTALLY DISABLED

Mr. Larry Muir, Director
Vandiver West Business Park
Building 6, Suite 100
Columbia, Missouri 65205
Phone: (314) 874-3800

HANNIBAL REGIONAL CENTER FOR THE DEVELOPMENTALLY DISABLED

Mr. James R. Struttman, Director
805 Clinic Road
Hannibal, Missouri 63401
Phone: (314) 221-6002

JOPLIN REGIONAL CENTER FOR THE DEVELOPMENTALLY DISABLED

Mr. Milton Sneddon, Director
P.O. Box 1209
3600 East Newman
Joplin, Missouri 64801
Phone: (417) 624-7004

KANSAS CITY REGIONAL CENTER FOR THE DEVELOPMENTALLY DISABLED

Ms. Peggy Walls, Director
P.O. Box 19557
610 East 22nd Street
Kansas City, Missouri 64141
Phone: (816) 474-5680

KIRKSVILLE REGIONAL CENTER FOR THE DEVELOPMENTALLY DISABLED

Mr. James Ryan, Director
P.O. Box 889
1702 East LaHarpe Street
Kirksville, Missouri 63501
Phone: (816) 665-2801

**POPLAR BLUFF REGIONAL CENTER FOR THE
DEVELOPMENTALLY DISABLED**

Mr. Moody C. Bryles, Director
P.O. Box 159, PP Highway
Poplar Bluff, Missouri 63901
Phone: (314) 785-0101

**ROLLA REGIONAL CENTER FOR THE
DEVELOPMENTALLY DISABLED**

Mr. William Bates, Acting Director
P.O. Box 1098
105 Fairgrounds Road
Rolla, Missouri 65401
Phone: (314) 364-5510

**SIKESTON REGIONAL CENTER FOR THE
DEVELOPMENTALLY DISABLED**

Ms. Lynn Idleman, Director
P.O. Box 966, Plaza Drive
Sikeston, Missouri 63801
Phone: (314) 471-9455

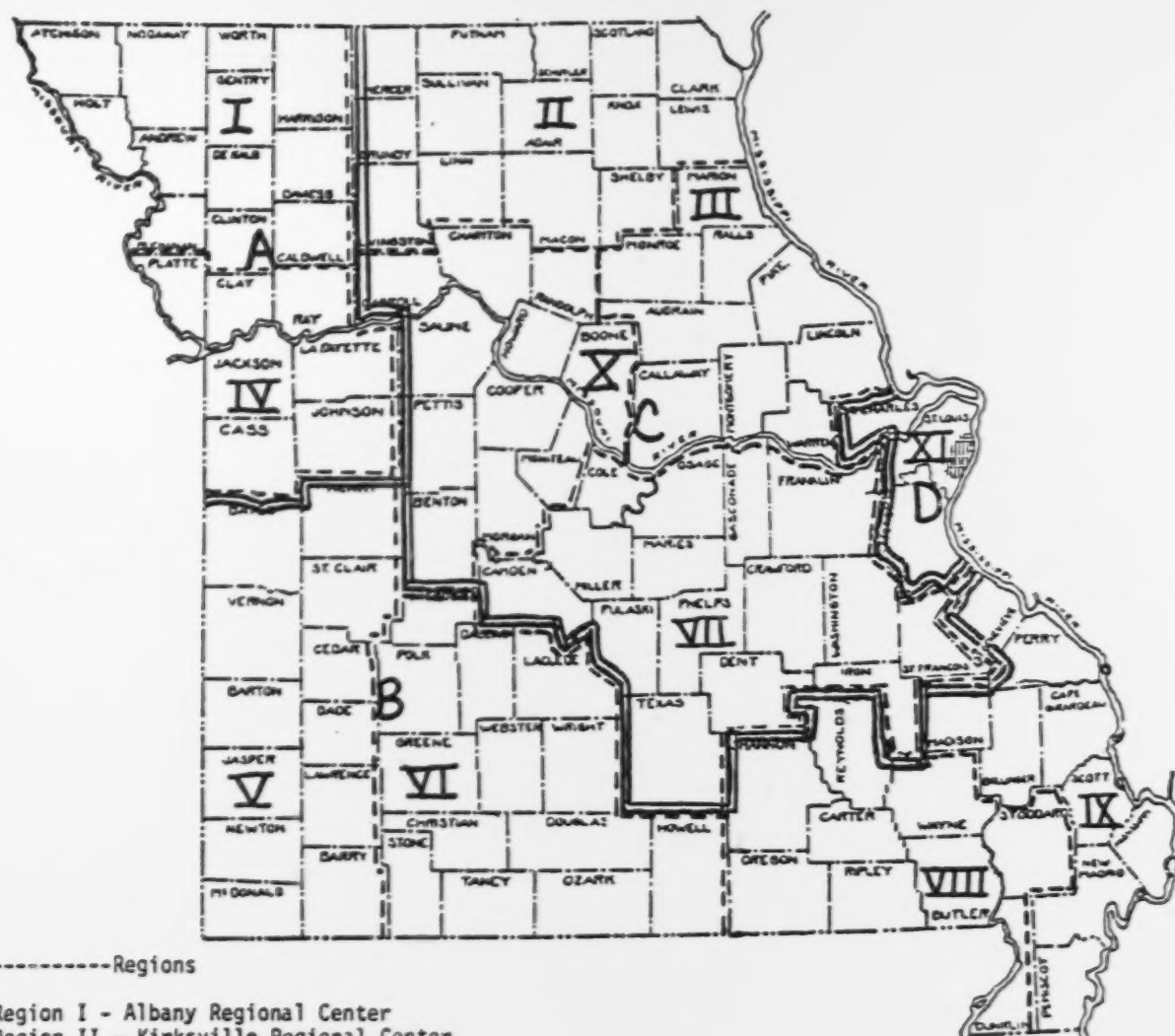
SPRINGFIELD REGIONAL CENTER FOR THE DEVELOPMENTALLY DISABLED

Mr. Lawrence Toombs, Director
P.O. Box 5025
1515 East Pythian
Springfield, Missouri 65801
Phone: (417) 836-0400

ST. LOUIS REGIONAL CENTER FOR THE DEVELOPMENTALLY DISABLED

Mr. Walter E. Pankow, Director
211 North Lindbergh
St. Louis, Missouri 63141
Phone: (314) 569-8800

DIVISION OF MENTAL RETARDATION - DEVELOPMENTAL DISABILITIES



-----Regions

Region I - Albany Regional Center
 Region II - Kirksville Regional Center
 Region III - Hannibal Regional Center
 Region IV - Kansas City Regional Center
 Region V - Joplin Regional Center
 Region VI - Springfield Regional Center
 Region VII - Rolla Regional Center
 Region VIII - Poplar Bluff Regional Center
 Region IX - Sikeston Regional Center
 Region X - Central Missouri Regional Center
 Region XI - St. Louis Regional Center

===== Service Areas (Long-Term Facilities)

Service Area A - Higginsville Habilitation Center
 Service Area B - Nevada Habilitation Center
 Service Area C - Marshall Habilitation Center
 Service Area D - Bellefontaine Habilitation Center
 and St. Louis Developmental
 Disabilities Treatment Center

TRANSITION RESOURCES NATIONAL RESOURCES

OVERVIEW

National resources offer a variety of transition related services to parents, handicapped individuals, local educational agencies, and other participants in the transition process. National organizations can be of great help to those interested in information on the handicapped. People may access these resources initially for general information about a particular disability or may access a national resource after exhausting local and state resources concerning specific information. The variety of information is extensive and needs to be used by the participants in the transition process. The services provided at a national level are generally indirect in nature. In other words, national organizations may provide information about concerns but usually do not become directly involved. Although, many national organizations have state and even local affiliates that not only disseminate information but take an active interest in the transition of specific individuals.

Some national organizations provide information on all disability areas, but most organizations concentrate their efforts on certain disability populations. Because the focus of most organizations is on a specific disability, this resource section has been organized according to disabilities. Organizations that provide services are listed along with the address, phone numbers, and a brief description of the services provided. A general information section is included on those organizations that provide services to all disabilities. Sections on learning disabilities, mentally handicapped, behaviorally handicapped, visually impaired, hearing impaired, deaf-blind and physical handicaps follow.

DISABILITY INFORMATION

The Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091
(703) 620-3660

The Council for Exceptional Children (CEC) is a national professional organization that provides information on behalf of its membership. Members include special education teachers and administrators, related services professionals such as school psychologists and social workers, parents, and others who are directly concerned with improving the quality of life for exceptional children, both gifted and handicapped.

CEC activities are diverse. CEC coordinates and supports a network of local chapters and state and provincial federations, as well as special education divisions representing specific areas of interest within the field of special education. They disseminate information to teachers, administrators, parents, and others concerning the education of exceptional children. An extensive collection of special education literature is available through its Department of Information Services and the ERIC Clearinghouse on Handicapped and Gifted Children as well as major publications in the form of books, monographs, fact sheets, films, filmstrips, and tape cassettes. Also, technical assistance and training to school districts, state departments of education and other agencies is available.

Divisions are within The Council for Exceptional Children for CEC members who are interested in a particular aspect of special education. Divisions are completely autonomous in developing their own professional programs but operate, as does CEC, within the general context of interest in exceptional children. Divisions set their own membership dues, produce their own publications, and plan their own programs at CEC conventions. Membership in CEC is required of any division member; a student member is someone not engaged in full-time employment.

State affiliates and local chapters of each division generally do not have a permanent location. Usually, the state or local President's address is used as the headquarters. Therefore, location of the state or local chapter can be most easily obtained through the national office.

The Divisions within CEC are:

Council of Administrators of Special Education, Incorporated (CASE)
Council for Children with Behavioral Disorders (CCBD)
Division on Career Development (DCD)
Division for Children with Communication Disorders (DCCD)
Division of Early Childhood (DEC)
Council for Educational Diagnostic Services (CEDs)
The Association for the Gifted (TAG)
Division for Learning Disabilities (DLD)
Division on Mental Retardation (CEC-MR)
Division for Physically Handicapped (DPH)
Teacher Education Division (TED)
Division for the Visually Handicapped (DVH)

National Information Center for Handicapped Children and Youth (NICHCY)
1555 Wilson Blvd., Suite 508
Rosslyn, VA 22209
(703) 522-3332

NICHCY is a free information service to help parents, educators, care-givers, advocates and others who improve the lives of children and youth with handicaps. The center answers questions, develops and shares new information through factsheets and newsletters, and puts people in touch with others who are solving similar problems. Specific information is provided on transition, independent living centers, laws pertaining to the handicapped and individual state resource guides.

HEATH Resource Center
One Dupont Circle, N. W.
Suite 670
Washington, D.C. 20036
(800) 544-3284 (Voice/TDD)

The Resource Center is a national clearinghouse on postsecondary education for handicapped individuals in the U. S. It publishes a news bulletin three times a year; develops and disseminates fact sheets and packets of materials of concern to handicapped students, postsecondary administrators, campus support service providers, and advisors of handicapped high school students; and responds to individual questions by mail or telephone. All publications are free. A toll-free telephone line, listed above, is available for the use of both consumers and professionals.

The Association on Handicapped Student Services Program in Post-Secondary Education (AHSSPPE)
Handicapped Student Services
Wright State University
Dayton, OH 45435
(513) 873-2141

AHSSPPE is a national organization committed to promoting the full participation of individuals with disabilities in college life. While AHSSPPE is primarily concerned with higher education for the disabled student, their publications will be of interest to the adult educator. AHSSPPE has available an annotated bibliography which is a compilation of sources important to individuals providing services to handicapped students in post-secondary education. The AHSSPPE newsletter, "Alert" is published five times a year. The newsletter includes Association news, items of interest to the handicapped, employment opportunities, and details on the annual AHSSPPE conference.

President's Committee on Employment of the Handicapped
1111 20th Street, N. W. — 6th Floor
Washington, D. C. 20036
(202) 653-5010 (Voice)
(202) 653-5337 (TDD)

The President's Committee on Employment of the Handicapped (PCEH) serves in an advocacy and public awareness role in fostering job opportunities for handicapped people. As part of this effort, PCEH works with autonomous committees on employment of the handicapped at state and local levels, as well as producing its own publications and services.

PCEH has a number of subcommittees which deal with special topics as well as cooperating Governors' and Mayors' committees. Also, PCEH has been a strong advocate in the areas of architectural accessibility and in education and social activities for handicapped youth.

The President's Committee on Employment of the Handicapped provides information primarily in the area of employment, and has published pamphlets on architectural accessibility and education for handicapped youth. General information is provided on the Committee's activities and selected materials provided by PCEH are sent on request. All services are available free to the public. Also available is a quarterly publication, "Disabled USA".

STATE AFFILIATE: Governor's Committee on Employment of the Handicapped, P.O. Box 1668, Jefferson City, MO 65102, (314) 751-2600, (800) 392-8249 (Voice/TTY).

Mainstream, Inc.
1200 15th Street, N. W., Suite 403
Washington, D. C. 20005
(202) 833-1136 (Voice/TDD)

This nonprofit organization seeks to create greater employment opportunities for disabled persons. It provides information on issues involved in employing handicapped people through the newsletter, special publications on topics such as

insurance and medical standards, and a speakers bureau. Its Project LINK matches qualified handicapped applicants with employment opportunities in Washington, D. C. and Dallas, TX, and is developing a guidebook for establishing similar programs in other communities.

AFL-CIO Department of Community Services
815 16th Street, N. W.
Washington, D. C. 20006
(202) 637-5189

The AFL-CIO Department of Community Services was organized in 1955 to stimulate the active participation by members of affiliated unions in the affairs of their respective communities, and to encourage the development of sound working relationships with community social agencies. In addition to a full-time professional staff, the Department utilizes a considerable number of volunteers in its activities. The Department conducts programs in the fields of health, welfare, recreation, and relief, including: rehabilitation programs for the mentally and physically handicapped, mental health programs, social work activities, fund raising, counseling programs, health education, and consumer counseling programs.

SPECIALNET

The advent of computers has opened a new media of communication for the participants in the transition process. Today, computers can be connected by means of telephone lines and communicate between each other. This development has lead to the creation of communication networks. One such network specifically designed for the handicapped is SpecialNet.

SpecialNet is a computer-based instant communication network created by the National Association of State Directors of Special Education (NASDSE) for state and local special education personnel, college and university personnel, and other special education personnel. Because it is part of a large computer network accessed by local telephones in all major cities, subscribers simply dial telephone numbers to be connected to the SpecialNet Computer, which stores personal "electronic mail" and/or sends messages. SpecialNet also has bulletin boards (message boards) containing information on a variety of special education topics. Any individuals with access to an organization, agency or individual with a computer can access SpecialNet. For more information about SpecialNet contact:

Sharon Walsh
SpecialNet
National Systems Management, Inc.
2021 K Street, N. W., Suite 315
Washington, DC 20006
(202) 296-1800

The electronic bulletin boards:

ASSESSMENT
CEC.NEWS
CONFERENCE
EARLYCHILDHOOD
GIFTED
OPINIONS
RURAL
VISION

ASSISTIVEDEVICE
CHAIN
CONSULTANT
EMPLOYMENT
LITIGATION
POLICY
SOFTWARE
PIP

BILINGUAL
COMPUTER
DEAFNESS
FEDERAL
MULTIHANDICAPPED
PRACTICES
TRANSITION

LEARNING DISABLED

CEC - Division for Learning Disabilities (DLD)
1920 Association Drive
Reston, VA 22091
(703) 620-3660

DLD is a division of CEC. It provides the same information and activities as CEC except they relate to individuals with learning disabilities. Members receive the "DLD Times", a newsletter issued three times a year, which contains news of the division and items of current interest to the field.

Association for Children and Adults with Learning Disabilities (ACLD)
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515
(412) 341-8077

ACLD is the national organization devoted to defining and finding solutions for the broad spectrum of learning problems. Services provided include a resource center of over 500 publications and the "ACLD Newsbriefs", published six times a year. Inquirers are sent a free information packet and referred to one of the local chapters of ACLD.

STATE CHAPTER: Missouri ACLD, P. O. Box 3303-G, Springfield, MO 65808, (417) 831-6291.

LOCAL AFFILIATE: Ron & Judy Carter, 1244 Sunset Drive, Columbia, MO 65201, (314) 442-2938.

Closer Look LD Teenline
HEATH Resource Center
One Dupont Circle
Washington, D. C. 20036-1193
(202) 628-8787

The Closer Look LD Teenline answers questions from learning disabled teenagers, their parents, and professionals who work with them about school placement, vocational/technical education, postsecondary choices, family and social problems, career planning, and other concerns. "Campus Access for Learning Disabled Adults", a comprehensive handbook on making appropriate accommodations for LD students in postsecondary education, is available.

Council for Learning Disabilities (CLD)
P. O. Box 40303
Overland Park, KS 66204
(913) 492-3840

CLD is a former division of CEC. It is an organization for professionals dedicated to professionalism. It is one of the few organizations available to professionals in the field of learning disabilities which seeks to promote competency and accountability on the part of its members. CLD publishes a quarterly journal as well.

Time Out to Enjoy
715 Lake Street
Suite 100
Oak Park, IL 60301
(312) 383-9017

Time Out to Enjoy provides a national resource referral for LD adults, public information on learning disability, and conducts outreach for LD adults.

MENTALLY HANDICAPPED

Association for Retarded Citizens (ARC)
2501 Avenue J
Arlington, TX 76011
(817) 640-0204

The goals of the Association for Retarded Citizens are to prevent mental retardation, to find cures, and to assist mentally retarded persons in their daily living. ARC's state and local units provide a variety of direct services to the mentally retarded; including day care centers, sheltered workshops, preschool programs and transportation services. The ARC works on the national, state and local levels to communicate and interpret the needs of the mentally retarded to the public and to government agencies.

The ARC answers lay and professional inquiries about mental retardation through publication or by letter. The Association maintains a file of professional and lay articles, which it uses to research specific questions or to compile bibliographies. ARC's own publications are extensive and include pamphlets, monographs, books, handbooks and audiovisuals related to citizen advocacy, civil rights, education, recreation, prevention and cures, and prevention methods. General information pamphlets about mental retardation, Down's syndrome, and the Association and its activities are also available. The Association also publishes newsletters devoted to local ARC projects, research and legislative activities.

The Association for Retarded Citizens has begun the development of the Transitional Service Center Project to assist individuals with mental retardation and other developmental disabilities in finding work and other community-based services upon graduation from school. It was begun in the fall of 1984 and was initiated by local ARC units in eight states across the nation. The ARC units, in turn, work in cooperation with other developmental disabilities agencies. A major goal is to ensure quality and implementation of services and programs leading to employment. The eleven transition service centers are:

1. ARC/Philadelphia
2350 W. Westmoreland
Philadelphia, PA 19140
(215) 229-4550
2. ARC-Charles River
E. Militia Heights
P. O. Box 169
Needham, MA 02192
(617) 444-4347

3. ARC-South Middlesex
705 Waverly Street
Framingham, MA 01701
(617) 879-6364
4. ARC-North Shore
184 Lafayette Street
Salem, VA 01970
(617) 744-1225

5. ARC-South Shore
371 River Street
Box 58
North Weymouth, MA 02191
(617) 335-3023

6. ARC-Wake County
P. O. Box 19844
Raleigh, NC 27619
(919) 832-2660

7. ARC-Macon/Bibb
4664 Sheraton Drive
Macon, GA 31210
(912) 477-4473

8. ARC - Opportunity Village
10 East Coolidge
Las Vegas, NV 89101
(702) 384-8170

9. ARC-Richardson
P. O. Box 830953
Richardson, TX 75083
(214) 644-1644

10. ARC-Pierce County
507 Broadway
Tacoma, WA 98402
(206) 383-2643

11. MULTI-COMMUNITY
COLLABORATIVE
ARC-Ottawa County
246 S. River Avenue
Holland, MI 49423
(616) 396-1201

ARC-Kent County
1331 Lake Drive, S. E.
Grand Rapids, MI 49506
(616) 459-3339

ARC-Allegan County
P. O. Box 32
Allegan, MI 49010
(616) 673-8841

STATE AFFILIATE: Association for Retarded Citizens-Missouri, 230 West Dunklin,
Jefferson City, MO 65101, (314) 635-4490.

LOCAL CHAPTER: Association for Retarded Citizens-Boone County, 1104 West
Worley, Columbia, MO 65201, (314) 874-1990.

The Association for Persons with Severe Handicaps (TASH)
7010 Roosevelt Way, N. E.
Seattle, WA 98115
(206) 523-8446

A membership organization with chapters at the local level, TASH is involved in a range of issues related to living, working, and learning environments for handicapped persons. TASH offers referral services through its parent network, and sponsors advocacy, annual conferences, and publications. Its quarterly journal covers research and trends in services to severely and profoundly handicapped persons from birth to adulthood. A monthly newsletter, teaching guidebooks, bibliographies and other publications are also available.

STATE AFFILIATE: Missouri TASH, Sue Ann Morrow, President, Box 119, Novinger,
MO 63559; (816) 488-5442.

American Association on Mental Deficiency (AAMD)
1719 Kalorama Road, N. W.
Washington, DC 20009
(202) 387-1968

The AAMD is a national organization founded in 1876, of professionals representing a variety of interests and disciplines dealing with many types of developmental disabilities. The objectives of the AAMD are to effect the highest standards of programming for mentally retarded, to facilitate cooperation among those working with mentally retarded, and to educate the public to understand, accept and respect the mentally retarded. AAMD members serve on panels to develop and evaluate standards for services and facilities for the retarded; attend meetings at the local, regional, national, and international level; support legislation concerning the rights and services available to retarded, as well as the prevention of mental retardation and related developmental disabilities; and further the professional identity of all individuals and disciplines in the field of mental retardation.

VISUALLY IMPAIRED

American Foundation for the Blind (AFB)
15 West 16th Street
New York, NY 10011
(212) 620-2000

AFB was established to serve as the national partner of local services for blind and visually impaired persons. Services provided include information and consultation in areas of education, rehabilitation, employment and special products. "AFB Newsletter Quarterly" is available free.

National Federation of the Blind
1800 Johnson Street
Baltimore, MD 21230
(301) 659-9314

The National Federation of the Blind is the largest organization of the blind in America. The Federation is organized in every state and has local chapters in almost every community of any size in the nation.

The ultimate purpose of the National Federation of the Blind is the complete integration of the blind into society on a basis of equality. This objective involves the removal of legal, economic, and social discrimination; the education of the public to new concepts concerning blindness; and the achievement by all blind people of the right to exercise to the fullest their individual talents and capacities.

LOCAL CHAPTER: National Federation of the Blind, 1203 Fairview Road, Columbia, MO 65201, (314) 445-6091.

CEC-Division for the Visually Handicapped (DVH)
1920 Association Drive
Reston, VA 22091
(703) 620-3660

The DVH newsletter is published quarterly for members and includes items of interest to professionals in the field. Special publications, such as position papers, are also periodically provided to division members.

National Association for the Visually Handicapped (NAVH)
22 West 21st Street
New York, NY 10010
(212) 889-3141

NAVH serves as an information and referral agency for all partially sighted (not totally blind) persons nationally. NAVH offers large print textbooks, testing materials, leisure reading, large print periodic newsletters for adults and children, and informational literature for the partially sighted and their families, the professionals and the paraprofessionals working with them. Both the New York and San Francisco offices have visual aids rooms where clients can personally test various types of aids.

National Library Services for the Blind and Physically Handicapped (NLS)
Library of Congress
1291 Taylor Street, N. W.
Washington, DC 20542
(202) 287-5100

The National Library Service for the Blind and Physically Handicapped (NLS) collection of full-length braille and talking books and magazines produced for blind and physically handicapped readers is available at no cost to individuals who cannot hold, handle, or read conventional printed matter. Books, magazines, and playback equipment provided by NLS are distributed through a national network of locally funded cooperating libraries and agencies where they are circulated to eligible residents of the United States and its territories. NLS has developed a national automated bibliographic service that enables cooperating network libraries to identify and locate books produced in special formats for handicapped readers.

LOCAL COOPERATING LIBRARY: Ellis Library, University of Missouri-Columbia, Ninth & Lowry Mall, Columbia, MO 65211, (314) 882-3394 or 882-4220 (TDD).

American Council for the Blind
1010 Vermont Avenue, N. W., Suite 1100
Washington, DC 20005
(800) 424-8666

Association for the Education and Rehabilitation
of the Blind and Visually Handicapped
206 North Washington Street
Alexandria, VA 22314
(703) 548-1884

National Retinitis Pigmentosa Foundation
Rolling Park Building
8331 Mindale Circle
Baltimore, MD 21207
(800) 638-2300

HEARING IMPAIRED

Alexander Graham Bell Association for the Deaf (AGBA)
3417 Volta Place, N. W.
Washington, D. C. 20007
(202) 337-5220 (Voice/TDD)

AGBA is a publication and information center about deafness. Bell's philosophy of mainstreaming deaf children emphasizes oral-deaf education. Lip reading and use of residual hearing for oral communication differentiates this group from those who use manual communication (sign language). Materials are designed for parents, teachers, and oral-deaf adults. Descriptive literature and a publications list (including "The Volta Review" journal for professionals and "Newsounds", the newsletter for members), are available by request.

National Technical Institute for the Deaf (NTID)
Rochester Institute of Technology
One Lomb Memorial Drive
P. O. Box 9887
Rochester, NY 14623-0887
(716) 475-6400 (Voice/TDD)

NTID provides postsecondary technological education to hearing-impaired students and also serves as a resource to other education institutions where deaf students are attending regular classes. "New Trends in the Education of Deaf Persons" is a resource catalog produced by NTID. It lists more than 40 books, pamphlets, and brochures on subjects related to deafness and deaf education. To obtain a copy, write the Division of Public Affairs.

Conference of the Educational Administrators Serving the Deaf
Convention of American Instructors of the Deaf
Maryland School for the Deaf
Columbia Campus
Route 108 and Old Montgomery Road
P. O. Box 2605
Columbia, MD 21044
(301) 461-7400

American Speech and Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700 (Voice/TDD)

National Captioning Institute
5203 Leesburg Pike
Suite 1500
Falls Church, VA 22041
(703) 998-2400 (Voice/TDD)

Self Help for Hard of Hearing
7800 Wisconsin Avenue
Bethesda, MD 20814
(301) 657-2248 (Voice)
(301) 657-2249 (TDD)

National Association for the Deaf
814 Thayer Avenue
Silver Spring, MD 20910
(301) 587-1788 (Voice/TDD)

National Office of Registry of Interpreters for the Deaf, Inc.
814 Thayer Avenue
Silver Spring, MD 20910
(301) 588-2406

National Center for Law & the Deaf
800 Florida Avenue, N. E.
Washington, D.C. 20002
(202) 651-5454 (Voice/TDD)

National Information Center on Deafness
800 Florida Avenue, N. E.
Washington, D.C. 20002
(202) 651-5109 (Voice/TDD)

Sensory Aids Foundation
399 Sherman Avenue, Suite 12
Palo Alto, CA 94306
(415) 329-0430

DEAF/BLIND

American Association of the Deaf/Blind (AADB)
814 Thayer Avenue
Silver Spring, MD 20910
(301) 459-2121

AADB is a consumer organization with a membership of nearly 600 people, all of whom are deaf/blind. It holds a week-long convention each year, publishes a magazine in braille with articles written by deaf/blind people, and provides information on aids and devices.

Helen Keller National Center for Deaf/Blind Youths and Adults
111 Middle Neck Road
Sands Point, NY 11050
(516) 944-8900 (Voice/TDD)

The Helen Keller National Center is a national facility that offers diagnostic evaluation, comprehensive rehabilitation training, and job preparation for deaf/blind persons from every U. S. state and territory. It also operates a national network of field services through its ten Regional Offices and more than twenty Affiliated Programs. Training seminars for professionals and parents are conducted at headquarters in Sands Point and across the nation. The Center maintains a national register of deaf/blind persons; conducts research to develop and/or modify aids and devices for the deaf/blind population; provides community education; publishes a national magazine, "Nat-Cent-News" three times a year; and provides publications on curriculum and services.

REGIONAL HEADQUARTERS: Great Plains Region, 324 East 11th Street, Suite 2310,
Kansas City, MO 64106; (816) 474-8299 (Voice & TTD).

Missouri Deaf-Blind Project
Missouri School for the Blind
3815 Magnolia Avenue
St. Louis, MO 63110
(314) 776-4320

State Deaf-Blind Program Coordinator for pre-school and school age programs
(314) 773-3762

Transitional Services Consultant for transition age programs
(314) 449-5301

Respite Care Consultant for respite care programs
(314) 362-4678

The Association for the Severely Handicapped Technical Assistance Center
University of Kansas
School of Education
Department of Human Development
Lawrence, KS 66045
(913) 864-4954

BEHAVIORALLY DISORDERED

CEC-Council for Children with Behavioral Disorders (CCBD)
1920 Association Drive
Reston, VA 22091
(703) 620-3660

The Council issues a quarterly journal, "Behavioral Disorders" to CCBD members interested in the education and well-being of behaviorally disordered individuals.

American Psychiatric Association
1400 K Street, N. W.
Washington, DC 20005
(202) 682-6000

Federation Employment and Guidance Service
114 Fifth Avenue
New York, NY 10011
(212) 741-7110

The National Society for Autistic Children
1234 Massachusetts Avenue, NW
Suite 1017
Washington, DC 20005
(202) 783-0125

PHYSICALLY IMPAIRED

CEC-Division for Physically Handicapped (DPH)
1920 Association Drive
Reston, VA 22091
(703) 620-3660

The "DPH Journal" is issued to the members of the Division three times yearly. Content includes articles of a professional nature and book reviews. Information on current Division programs and activities in the field is published in the "DPH Newsletter" which is sent to members quarterly.

United Cerebral Palsy (UCP)
66 East 34th Street
New York, NY 10016
(212) 481-6300

This is a national direct-service organization with over 225 affiliates nationwide, each of which provides its own array of services ranging from pre-school to adult work programs. National UCP sponsors research and advocacy as well. Publications available include pamphlets, articles, film/slide presentations, and display materials—some free, others for a fee, and several in Spanish as well as English. A quarterly newsletter, "UCP News", is available by request to the above address.

STATE CHAPTER: UCP Association of Missouri, 125 W. Dunklin, Suite 35, Jefferson City, MO 65101, (314) 636-5334.

Muscular Dystrophy Association (MDA)
810 Seventh Avenue
New York, NY 10019
(212) 586-0808

The Muscular Dystrophy Association (MDA) supports research into neuromuscular disorders. It also provides medical care and other direct services free to muscular dystrophy patients through its clinics and more than 200 local chapters. MDA clinics provide diagnosis, physical therapy, and medical and social counseling. MDA chapters provide payment for services including: physical, occupational, and respiratory therapies, orthopedic equipment, respiratory equipment, transportation, and flu shots. The chapters also sponsor self-help groups for muscular dystrophy patients and their families, offers practical suggestions on such topics as education, aids, and clothing, publishes informative materials, and holds patient seminars which focus on available programs.

LOCAL CHAPTER: MDA, 914 Tandy, Suite 2, Columbia, MO 65201, (314) 442-5154.

National Easter Seal Society
2023 West Ogden Avenue
Chicago, IL 60612
(312) 243-8400

The Society is the nation's largest and oldest (founded in 1919) voluntary health agency providing direct rehabilitation services to persons with disabilities. The member groups, organized on a state and local basis, provide programs which include comprehensive medical or vocational rehabilitation facilities, recreation, housing, transportation, equipment loans, public education, advocacy and other services for the prevention and treatment of disabling conditions.

The National Society conducts national public awareness and fund raising campaigns, disseminates information, and, through its Research Foundation, awards grants for research into the causes, treatment, and rehabilitation of disabling conditions. The National Easter Seal Society also publishes a variety of books, pamphlets and reprints for professionals, parents and persons with disabilities.

National Multiple Sclerosis Society
205 East 42nd Street
New York, NY 10017
(212) 986-3240

The National Multiple Sclerosis Society's primary activities are funding research, public and professional education, design of rehabilitative and psychosocial programs, and advocacy. The Society offers direct services through local chapters and branches. Among the programs offered by chapters are a variety of counseling and referral services, group aquatics and other social/recreational support.

The National Multiple Sclerosis Society has a number of publications available. Patient information includes home exercise manuals for ambulatory and non-ambulatory persons, pamphlets on mental and emotional health, nutrition, careers for the homebound, newsletters and information on current research. Professionals may request publications on treatment, nursing care, and group counseling, as well as reprints of journal articles. Referrals, information on technical aids and equipment,

and order lists of free publications can be obtained at chapters as well as from the national office.

LOCAL CHAPTER: The National Multiple Sclerosis Society/Mid-Missouri Chapter, 1201 Paquin, Suite G-2, Columbia, MO 65201, (314) 875-6767.

National Spinal Cord Injury Foundation
149 California Street
Newton, MA 02158
(617) 964-0521

The National Spinal Cord Injury Foundation was founded by the Paralyzed Veterans of America in 1948. The National Paraplegia Foundation merged in 1979 with the National Spinal Cord Injury Foundation and adopted the present name. The Foundation is dedicated to "care, cure, and coping," and works through local chapters to develop comprehensive systems of quality care for paraplegics and quadriplegics. Care is offered as a direct service by some chapters which give individual case consultations and advise in case management of the newly injured. Other chapters make referrals to direct service providers. All chapters emphasize personal contact between persons with spinal cord injuries and involve them in all aspects of Foundation activities.

The National Spinal Cord Foundation offers information on independent living rehabilitation programs, self-help devices, equipment, transportation, employment, education, personal care, and referrals. Publications include "Paraplegia Life" a bimonthly magazine; regional and national resource directories, and handbooks on nursing, personal care and nutrition. Interested persons may also request bibliographies of current and relevant research.

National Head Injury Foundation (NHIF)
P.O. Box 567
Framingham, MA 01701
(617) 879-7473

NHIF is an advocacy group composed of families, friends, medical, and social service professionals concerned with the physical and emotional well-being of people who have been head injured. The foundation serves as a clearinghouse for information and refers patients and their families to local programs and services. It also publishes a quarterly newsletter and sponsors chapters all over the country.

LOCAL CHAPTER: Mid-Missouri Chapter, Route 4, P.O. Box 454, Rolla, MO 65401, (314) 341-3568.

American Occupational Therapy Association
1383 Piccard Drive
P.O. Box 1725
Rockville, MD 20850
(301) 948-9626

American Physical Therapy Association
1111 North Fairfax Street
Alexandria, VA 22314
(703) 684-2782

STATE RESOURCES

OVERVIEW

Each state provides a diversity of resources for individuals with handicaps. These resources provide the education and preparation that an individual needs to succeed in the world of work. The needs of each individual will be different. Various state agencies exist to provide the variety of resources that are needed by individuals in the transition process.

The intent of this section of the guide is to provide a brief summary of state resources which can help a handicapped individual make the transition from school to work. Those resources which impact the greatest number of handicapped individuals and play a prominent role in transition from school to work are discussed. Although these resources are familiar, many individuals lack an understanding of the resource's involvement in the transition process. This section provides a narrative describing the resource and its transition related activities.

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

The Department has several Divisions that impact the transition from school to work of a handicapped individual. The local education agency is the vehicle that implements the services provided by these divisions. The divisions that are most instrumental in transition are: Division of Special Education, Division of Vocational and Adult Education, and Division of Vocational Rehabilitation.

Division of Special Education

P. O. Box 480
Jefferson City, MO 65102
(314) 751-2965

Special education programs and related services were mandated by state and federal regulations to enable students with disabilities to enjoy the educational rights and privileges of nonhandicapped persons. Related services are also provided. They include speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in individuals, counseling services, medical services for diagnostic and evaluation purposes, and transportation. Services are provided through specially designed instruction, unique materials, physical plant adjustments and support personnel. Special education provides a continuum of settings and services. This continuum of educational program placements ranges from the regular program with modifications to state operated programs.

Eligibility for special education and related services is determined by the action of a multidisciplinary team following the recommendations provided by the parents and the various professionals called upon to determine if an educational handicap exists. The multidisciplinary team has the responsibility for determining if the individual is handicapped, for formulating a placement recommendation, for developing the Individualized Education Plan (IEP), and for monitoring the placement.

Placement means the level and location of the service the individual will receive in accordance with his/her IEP and includes the school or center, the type of classroom and teacher, and the amount of time the individual will spend with nonhandicapped students. Each individual should have the opportunity to move through a continuum of services, as appropriate, toward a less restrictive environment.

The IEP is the vehicle for translating individual information into practical planning for the individual. All areas of the IEP should be given equal consideration so that the student is ready for the challenges of independent adult living. Usually, the areas to be addressed include: academics, personal/social behaviors, psychomotor skills, prevocational/vocational skills, and any other special consideration.

Transition Activities

Some of the activities special educators can do to ready the student for the transition to work include:

1. career awareness activities to make the student aware of him/herself and the various types of jobs people do;
2. career exploration activities that provide opportunities for the student to experience and sample activities from specific careers;
3. activities that provide the student with "hands-on" experiences for the development of occupational skills;
4. development of basic academic skills;
5. development of activities to enhance the student's skills in applying for and holding a job;
6. development of appropriate social and personal skills;
7. ongoing support to the handicapped student who is in vocational education programs;
8. development of a Cooperative School Work Program (where the student gains credit for working in the community); and
9. information to the student and parents about what is available to them in the area of transition and supportive services.

Division of Vocational and Adult Education

Vocational Special Needs and Guidance Services

P. O. Box 480

Jefferson City, MO 65102

(314) 751-6480

Vocational education programs have recognized the needs of the handicapped student even prior to the 1963 Vocational Education Act which first legally mandated access to vocational programming for special needs. The services for the handicapped student are provided through adaptation of curriculum, instruction, equipment and facilities, guidance counseling, placement, and support personnel.

Secondary vocational education spans a two to three year period. It consists of skill building classes and cooperative occupational education classes. Vocational education is normally concerned with six major occupational areas: vocational agriculture,

home economics, health occupations, trades and industries, business and office education and marketing education. The instructional time for vocational classes is normally three hours. The usual school day consists of three hours in a vocational class and three hours in academic classes.

A referral to a vocational class usually begins with a student expressing an interest in some vocational area to a parent, teacher or counselor working with a student on career planning. All vocational programs are open to the handicapped student, but his/her eligibility for a program is dependent upon the assessment results and the decision of the multidisciplinary team responsible for the IEP of the student. If a vocational program placement is not appropriate for the student, other options offered through special education may be explored.

Transition Activities

Some of the activities vocational educators can do to help ready the student for transition from school to work include:

1. specific job preparation for occupations which require less than a baccalaureate degree in high school, vocational schools, and post-secondary institutions;
2. consumer and homemaking education in junior high and high school;
3. development of work habits and attitudes;
4. cooperative occupational education designed to provide the student with vocational and academic instruction (A student receives credit by working in the community in an area related to their vocational training program);
5. placement services;
6. vocational guidance and counseling services;
7. follow-up service after the student has left the program; and
8. modification of curriculum and materials to enable the handicapped student to participate successfully.

Division of Vocational Rehabilitation

2401 E. McCarty Street
Jefferson City, MO 65101
(314) 751-3251

The Vocational Rehabilitation Counselor (VRC) should be a member of any team responsible for planning the vocational training of a person with a handicap. The counselor can be an individual link to other community service agencies and employers. It is the counselor who accepts referrals, determines the eligibility of an applicant for vocational rehabilitation services and provides the link to the community.

It is important to note that unlike special education and vocational education, vocational rehabilitation is not an entitlement program. A number of special education students, particularly those with very mild handicapping conditions, may not be eligible for vocational rehabilitation services due to the absence of a substantial barrier to employment. Other special education students with very profound disabilities may be ineligible for vocational rehabilitation services due to nonfeasibility of eventual employment.

In establishing the delivery of services, vocational rehabilitation prepares an Individualized Written Rehabilitation program (IWRP). The IWRP is: a written program specifying the types of rehabilitation services to be provided; the duration of these services; the levels of instruction and the specific training; and follow-up supportive services after the client is employed. The main goal of the IWRP is to help the person become employed, therefore various transition activities should be included in the IWRP.

Transition Activities

Vocational Rehabilitation may provide various services during the transition process. These services are determined on an individual basis and include:

1. a medical examination to determine the extent of disability;
2. guidance in choosing suitable employment;
3. individual counseling during rehabilitation and on the job;
4. medical or surgical care to reduce or remove disabling conditions so that a person can go to work;
5. special devices (such as artificial limbs, wheelchairs or hearing aids) which increase the client's ability to work;
6. on-the-job training during high school through the Cooperative School Work program;
7. vocational training after high school to prepare an individual for employment which may include tuition and fees as well as books and supplies for education in a college, university, trade school, or on-the-job training program;
8. basic living expenses and transportation assistance for disabled persons receiving medical treatment or vocational training;
9. job-related tools and licenses for clients who are ready to go to work; and
10. help in finding a job.

DEPARTMENT OF MENTAL HEALTH

Office of Public Affairs
2002 Missouri Boulevard, P.O. Box 687
Jefferson City, MO 65102
(314) 751-4423

The Department of Mental Health's mission is to reduce the incidence and prevalence of mental disorders, developmental disabilities and substance abuse; improve the lives of persons affected by such problems, and improve public understanding and attitudes toward mental disorders, developmental disabilities, and substance abuse. The Department operates facilities, programs, and services; plans on a regional and statewide basis for provision of services; certifies or licenses residential facilities, day programs, and specialized services; conducts research and program evaluation; and develops mental health manpower.

The Department is divided into Divisions of Alcohol and Drug Abuse, Comprehensive Psychiatric Services, and Mental Retardation and Developmental Disabilities. Although all three Divisions may be helpful to handicapped individuals making the transition from school to work, the Division of Mental Retardation and Developmental Disabilities is most often accessed.

Division of Mental Retardation and Developmental Disabilities

2002 Missouri Boulevard
P. O. Box 687
Jefferson City, MO 65102
(314) 751-4054

The Division operates five long-term residential habilitation centers and eleven regional centers. These facilities provide care, treatment, and habilitation for persons who are developmentally disabled. Regional centers are the entry and exit points of the Division's comprehensive service system. Individuals may be referred to regional centers by other agencies, parents, or guardians through self-referral.

Missouri law defines a developmental disability as "(a) A disability which is attributable to mental retardation, cerebral palsy, autism, epilepsy, a learning disability related to a brain dysfunction or a similar condition found by comprehensive evaluation to be closely related to such conditions, or to require habilitation similar to that required for mentally retarded persons; (b) which originated before age 18; and (c) which can be expected to continue indefinitely." Persons suspected to be developmentally disabled are eligible for initial diagnostic and counseling services. If a regional center determines through evaluation that a person is developmentally disabled, the center may secure necessary services for the individual.

Transition Activities

Regional centers secure services through contracting direct provision of the services. Services may include:

1. diagnosis and evaluation;
2. case management;
3. counseling;
4. respite care;
5. recreation;
6. habilitation;
7. training;
8. vocational habilitation;
9. residential care;
10. homemaker services;
11. developmental day care;
12. sheltered employment;
13. referral to appropriate services;
14. placement; and
15. transportation.

Missouri Planning Council for Developmental Disabilities

2002 Missouri Boulevard
P. O. Box 687
Jefferson City, MO 65102
(314) 751-4054

The Missouri Planning Council for Developmental Disabilities had its beginnings in 1963 with Public Law 88-164, the Mental Retardation and Community Health Centers Construction Act. Over the years, the overall mission of the 20-member consumer-driven council has been to plan, advocate for, and advise upon appropriate services for Missourians with developmental disabilities. State legislation also contains provisions for a statewide planning and advisory network, including a state council and eleven regional planning and advisory councils. In general, that law charges regional councils with developing regional plans and advising the Missouri Planning Council and the Department of Mental Health on programs, services, policies, and budgets for the provision of coordinated services within the eleven regions.

Transition Activities

As an advocate, the Missouri Planning Council also has responsibility for monitoring and offering advice on programs and services of other state and local agencies which serve persons with developmental disabilities. Under state law, the Missouri Planning Council is also to:

1. promote meetings and programs and disseminate information to reduce debilitating effects of developmental disabilities;
2. study and recommend appropriate preparation, training, retraining, and distribution of manpower and resources;
3. recommend improvements in department service delivery; and
4. participate in developing funding and licensing criteria.

DEPARTMENT OF SOCIAL SERVICES

Within the Department various services exist that can be of benefit to individuals with handicaps who are in transition from school to work. These services vary from financial assistance to job training. With the Department, the Division of Family Services and the Division of Manpower Planning are the most utilized by individuals in transition.

DIVISION OF FAMILY SERVICES

Broadway State Office Building
Jefferson City, MO 65101
(314) 751-3221
(800) 392-1261

The Division of Family Services (DFS) is within the Department of Social Services. The Division is responsible for providing daily living assistance to individuals in Missouri. DFS provides a variety of programs that are of benefit to individuals needing assistance during the transition process.

Transition Activities

Individuals who need financial or other assistance during transition should contact the Division of Family Services. Some of the services offered are:

1. a general relief program which provides assistance to needy temporarily disabled persons who cannot qualify under the Supplemental Security Income Program of the Social Security Administration;
2. blind pensions which provide assistance for those blind persons who do not qualify for aid to the blind under the Supplemental Security Income Program of the Social Security Administration;
3. a medical assistance program which seeks to provide medical assistance to those persons who receive money payments in any of the various public assistance programs;
4. a supplemental income program which provides assistance for those people who would have had a reduction in grant on January 1, 1974, as a result of the discontinuance of Old Age Assistance, Aid to the Permanently and Totally Disabled, and Aid to the Blind;
5. a program which provides food stamps for people who qualify under certain income, living arrangements, and maximum resources requirements; and
6. a program which provides financial assistance in paying utility bills (especially directed at providing heat during winter months).

Bureau for the Blind

Supervisor of Field Operations
619 East Capitol
Jefferson City, MO 65101
(314) 751-3782

The Bureau for the Blind, through the Missouri Division of Family Services, Department of Social Services, is responsible for administering service programs to blind or visually impaired Missouri citizens. These services are provided on the belief that with adequate preparation and reasonable accommodation, each blind or visually impaired person will be able to achieve their maximum potential in home and community, in the educational setting, and in employment. Towards this end, services are provided through six offices located in Jefferson City, Kansas City, St. Louis (2), Sikeston and Springfield.

Persons who have restricted visual efficiency due to reduced acuity and/or visual fields may be eligible for the programs of the Bureau for the Blind. A referral to any of the Bureau for the Blind's programs can be made by a school system, governmental agency or interested individual in writing or by telephone. Basic information such as name, address, birthdate, name of parents or guardian, and type of assistance needed would facilitate the process. In most situations, it would also be helpful if the referral source would advise the individual and/or parent or guardian prior to the referral that the referral is being made.

Transition Activities

Bureau for the Blind staff statewide can serve as contact persons for school personnel who are seeking services for blind and visually impaired students. Upon request, and with the approval of the parents or guardian and the school system,

such staff can assist in the development of students' IEPs that relate to the school's educational process and rehabilitation or vocational services through the Bureau for the Blind's service programs. Such staff may also serve as informal consultants to school systems in general areas of blindness as it relates to the educational process. If requested by the school system, the Bureau for the Blind staff may provide inservice training to local school personnel in the areas of orientation and mobility skills, independent living skills, and vocational planning. Additional transition activities include:

1. vocational rehabilitation which is a federal-state program that provides to eligible blind or visually impaired individuals the services needed in order to enter, remain in, or return to employment. Services can include the following: diagnostic and evaluation, guidance and counseling, physical or mental restoration, academic, vocational or on-the-job training, job development and job placement, and follow-up services to ensure employment;
2. independent living and rehabilitation teaching programs which are additional transition services which provide rehabilitation services to blind or visually impaired pre-school children and adults so that they will be able to function independently in their homes and communities. Rehabilitation teachers are located in each of the six offices statewide. Their adult service program includes the teaching of alternative techniques in areas of daily living (cane travel, script writing), communication skills in the medium that is best utilized by the individual (braille, large print, tapes, etc.), and homemaking activities;
3. a program which provides self-employment opportunities to rehabilitated, legally blind persons in the area of food service, small retail business, etc;
4. orientation and mobility services which are provided by staff within the Bureau in the area of cane travel and independent travel. It is a specific service provided through the Vocational Rehabilitation, Independent Living, and Rehabilitation Teaching Programs; and
5. a program which provides diagnostic services and needed eye care to medically indigent persons (all ages) with eye pathology in order to prevent blindness and provides vision screening and glaucoma testing clinics for early detection of eye pathology that could lead to blindness.

DIVISION OF MANPOWER PLANNING

221 Metro Drive
Jefferson City, MO 65101
(314) 751-4750

On October 1, 1983, the Job Training Partnership Act (JTPA) was officially implemented throughout Missouri. The Act shifts responsibility of policy and implementation from the federal government to the state government and administration to a local partnership of Private Industry Councils and local government. The Division of Manpower Planning is the designated State agency which administers federal and

state JTPA funds. The Division plans, manages, monitors and evaluates JTPA programs, provides technical assistance to PICs and service delivery areas, and implements statewide JTPA programs. The statewide programs include: Missouri Customized Training, Dislocated Worker Program, and A Training Program for Older Individuals.

Within Missouri, Private Industry Councils (PIC) direct the 15 service delivery areas. Each PIC plans and implements a series of training activities which reflect the service delivery areas, eligible population, and the employment opportunities available.

Transition Activities

Various services are provided through the Private Industry Council and the Human Development Corporation. The programs provided are:

1. on-the-job training which is conducted in the work environment with private and public employers. It is designed to enable the trainee to learn a specific occupation through demonstration and practice. The expected outcome of this training is that the trainee will be hired by the employer for permanent, unsubsidized employment;
2. customized training which is designed to meet the individual needs of new or expanding employers. This training often includes classroom education where technical aspects of the job are learned, as well as on-the-job training where learning is applied;
3. a job search assistance program which is a structured, organized and consistent approach to finding employment. All aspects of the job search are explored: interviewing techniques, resume preparation, uncovering job leads, self-presentation and how to keep a job. This job search training is conducted in a group setting of 6 to 10 people to promote the sharing of job leads and information and to provide a support for participants;
4. a work experience program which covers the basic responsibilities and attitudes that are necessary for enrollment in the other employment and training programs. Participants both work and attend Educational Development classes; and
5. a try-out employment/youth program which attempts to help youth 16 to 21 make the transition to the work force. The on-the-job try-out experience totals 250 hours, upon completion of which the jobsite employer must hire the youth.

ADDITIONAL STATE RESOURCES

Missouri Protection and Advocacy Services, Inc.

211B Metro Drive
Jefferson City, MO 65101
(314) 893-3333
(800) 392-8667

This agency provides four basic services for, and on behalf of, individuals with disabilities. Advocacy, the first service, includes investigation and intervention; the second service involves legal support for lawyers working for clients who are

disabled; training, the third service, relates to advocacy for the disabled; and legislative services which includes drafting and tracking legislation that has any effect on the lives of the disabled.

Missouri LINC

University of Missouri-Columbia
609 Maryland
Columbia, MO 65211
(314) 882-2733
(800) 392-0533 (in Missouri only).

This state funded program, located on the University of Missouri-Columbia campus, provides a wide assortment of services to professionals involved in career and vocational education for the handicapped. Parents may also access this service where they may receive written materials and referrals to support services for their child as it relates to career and vocational education and transition from school to work. The services provided include:

1. a toll free telephone number for school personnel to answer questions regarding vocational programs for students with handicaps;
2. publications which describe activities, innovative programs and resources in Missouri for special needs students;
3. assistance in determining appropriate adaptive equipment to meet a student's education needs;
4. materials and information for educators and students in development and modification of vocational programs;
5. inservices to address methods and issues in vocational education for special needs students; and
6. topical conferences geared to the specific needs of practitioners.

LOCAL RESOURCES

OVERVIEW

In some cases, local service agencies may be able to provide support to the handicapped individuals in the transition process. Employer contacts, specific training, financial support or equipment needs and adaptations often may be secured through this resource. Special projects are set up by some agencies interested in serving a particular group of people in need. For example, in Massachusetts, the Lion's Club formed a foundation to provide equipment for visually impaired individuals in school and work settings. These students were then able to have equal access to programs offered to other students. Also, the Missouri Elks have a dental care program for crippled children and mentally retarded/developmentally disabled adults and children. The program provides a mobile unit that treats children who could not be treated by local dentists due to various causes.

Parents, educators and handicapped persons should not overlook these service agencies as an excellent means of providing financial support as well as advocating for an individual's needs. Most service agencies have regular meetings and would welcome a parent, educator or handicapped person as a guest speaker. This can facilitate the development of a greater community network as well as making others aware of the needs of those handicapped individuals who are making the transition from school to work. This section provides a general listing of local resources that are available in most communities and then special examples of local resources available in Columbia, Missouri. The intent of the section is only to identify potential local transition resources. Each community needs to develop these resources to the fullest extent possible.

COMMUNITY RESOURCES

Community Service Organizations

YMCA
YWCA
Red Cross
League of Women Voters
Urban League
American Legion
Veterans of Foreign Wars
Salvation Army
Heart Association

Civic Clubs

Chamber of Commerce
Jaycees
Rotary Club
Kiwanis
Elks
Lions
Optimists
Knights of Columbus

Special Resources: Private, Nonprofit, and Volunteer Organizations

Universities/Colleges (sororities, fraternities)
4-H clubs
Boy Scouts
Churches
Hospitals
Nursing homes
Libraries
Museums
Rehabilitation Facilities such as Goodwill Industries
Private mental health associations
Girl Scouts
Campfire Girls
Big Brothers
Big Sisters

Source: TRAINER'S GUIDE TO LIFE CENTERED EDUCATION, (1979)
Authors: Brolin, D., McKay, D. & West, L.

SPECIFIC LOCAL RESOURCES IN COLUMBIA

Access Office
A048 Brady Commons
University of Missouri
Columbia, Missouri 65211
(314) 882-4696

Providing services to handicapped students at the University of Missouri-Columbia, this office assists handicapped students in coordinating activities throughout the school year. The Access Office may work in conjunction with the YMCA/YWCA in planning and coordinating activities.

Advent Enterprises, Incorporated
2116 Nelwood
Columbia, MO 65202
(314) 474-8560

Serving individuals with a handicapping condition ages 16 and older. The individuals must have handicapping conditions that interfere with their employability as well as basic self-help skills. Services that are offered include: vocational evaluation; work adjustment training; counseling; residential services; job specific training programs and job placement. The service area covers the state of Missouri. Fees are required for all services but payment can generally be made by sponsoring agencies including the Department of Mental Health and Division of Vocational Rehabilitation.

American Diabetes Association
Missouri Regional Affiliate, Inc.
811 Cherry St., No. 304
Columbia, MO. 62501
(314) 443-8611

Educational materials are available as well as monthly meetings and emergency diabetic medical needs.

Association for Children with Learning Disabilities
Columbia Council of the National Association.
No address available; make contact by phone to Ron & Judy Carter
(314) 442-2938

An affiliate of the State Association which provides a variety of support services for parents and others who have an interest in children with learning disabilities.

Association for Retarded Citizens/Boone County
1104 W. Worley
Columbia, Mo 65201
(314) 874-1990 (daytime)
(314) 443-8856 (evenings and weekends)

Support services for parent education and recreational services for school age children and adults.

Boone County Group Homes
601 E. Broadway, Suite 305
Columbia, MO 65201
(314) 874-1995

Living arrangements are made for handicapped persons who work in the community or have a handicap due to a developmental disability. Services include: group homes, independent living services, supervised public bus riding, apartment living and community referral.

Camp Hickory Hill
P. O. Box 1942
Columbia, MO 65205
(314) 443-2447

A special service provided for youths with diabetes is a recreational camp held each summer. Three, 2-week sessions offer a comprehensive program to educate campers on the effects of diabetes. Camp counselors provide campers with information on how to adjust to their illness in addition to recreational activities that build friendships and skills. Children age eight to seventeen are accepted into this program.

Central Missouri Sheltered Enterprises
P.O. Box 279
Columbia, MO 65205
(314) 442-6935

Handicapped individuals aged 16 or above who have been evaluated by the Division of Vocational Rehabilitation are eligible for employment if their handicapping condition makes competitive employment unlikely.

Columbia Placement Advisory Committee

One innovative program began in Columbia about 2 years ago. Six agencies decided to pool their ideas and their strengths in the area of job placement (See Appendix F). They formed the Community Placement Advisory Committee (CPAC). One representative from Columbia Public Schools, Human Development Corporation, Job Center, Occupational Resource Center, Governor's Committee on Employment of the Handicapped, and Advent Enterprises meet once a month to discuss placement strategies.

This committee realized the abundance of placement specialists working in the Columbia Community and formed in order to systematize their efforts and avoid "over-saturation" of community employers. They share public awareness brochures, visits with new employers and job leads. They each had to learn what services the others had, and work cooperatively for the benefit of the handicapped students/clients they serve, (See Appendix A).

Columbia Public Schools, Vocational & Adult Education
4203 S. Providence Road
Columbia, MO 65201
(314) 449-2669

Classes in specific job skill training are provided for students in the Boone County area school districts. All handicapped students are eligible for vocational evaluation which includes interest, aptitude and skill assessment.

Homeplace Arts Center
1724 McAlester
Columbia, Missouri 65201
(314) 875-0275

A wheelchair accessible facility located in a residential setting, Homeplace Arts Center provides classes in arts and crafts. The emphasis of this program is to integrate those individuals with disabilities with able-bodied persons in a teaching/learning environment. Arts and crafts are utilized to generate ideas and abilities to share mutual enrichment in the arts and as a means of personal development. Priority is given to those who, because of circumstances, have not had access to the arts.

Independent Living Center of Mid-Missouri, Inc.
(Opportunities Unlimited)
111 S. 9th, Suite 211
Columbia, MO 65201
(314) 874-1646

An information and referral service for a wide variety of needs for handicapped individuals and families.

Jacobs Center, Inc.
914 West Boulevard South
Columbia, MO 65205
(314) 442-4455

Direct services for physically and mentally disabled adults include independent living training as well as group social and recreational programs. Support services include advocacy, counseling and referral services.

Muscular Dystrophy Association, Inc.
914 Tandy, Suite 2
Columbia, Missouri 65201
(314) 442-5154

This association serves a 36 county area surrounding Columbia. There are no fees for a summer camping program offered yearly. The only eligibility criteria is a signed prescription from a physician indicating the person has one of 40 neuro-muscular diseases covered by program services.

National Federation of the Blind
(A Missouri Corporation) Columbia Chapter
1203 Fairview Road
Columbia, MO 65201
(314) 445-6091

Services provided include counseling, mobility and referral.

Parks and Recreation
1 South Seventh Street
Columbia, Missouri 65205
(314) 874-7460
(314) 874-7663 HOTLINE INFORMATION

Perhaps the one service that provides the greatest variety of activities is the Parks and Recreation Department. An adaptive recreational program is offered to children and adults who are mentally handicapped. Specific eligibility criteria includes the ages 6-90 and a diagnosis of mental retardation (I.Q. of 75 or below) and an annual physical for participation in the Special Olympics program, which encompasses many of the other programs. The events and activities include fine arts, bowling, soccer, gymnastics, basketball, softball, cheerleading and track and field. Training for these events and activities is scheduled once a week throughout the year. In addition to these training sessions, crafts, parties, dinners, adaptive aquatics, field trips and singing activities are also planned. Local group home staff members, parents and teachers support these programs by providing assistance with transportation as well as during the actual activities.

Paquin Towers
1201 Paquin Street
Columbia, Missouri 65201
(314) 874-7473

This is a residential facility which offers community services. One of the programs offers adaptive recreational activities for the physically handicapped. Many of the residents of this facility participate in evening activities such as card games, crafts (group and individual) or reading in a comfortable atmosphere provided for leisure time.

Training of the Disabled in Computer Programming (TODCOMP)
Route 4, Box 199
Columbia, MO 65201
(314) 449-3481

Physically disabled persons who have a high school diploma or equivalent and are considered employable through assessment, previous academic and employment records, are trained in computer programming, independent living skills and drivers training.

Woodhaven Learning Center
Route AC, P.O. Box 1796
Columbia, MO 65205
(314) 875-6181

A residential care center for severely and profoundly mentally handicapped, deaf-blind and sensory impaired children and adults. The Center provides residential, group homes, dormitories and semi-independent living. Programming includes daily living skills instruction and an adult transition program for those in a group home.

Woodhaven School, Inc.
2700 E. Highway AC
P.O. Box 1719
Columbia, MO 65205
(314) 449-5301

Branch Facilities: Occupational Resource Center
2103 Burlington Drive
Columbia, MO 65201
(314) 474-9561

Community Education Center
2100 E. Broadway
Columbia, MO 65201
(314) 875-1533

Depending on evaluation results individuals will be eligible to receive occupational and/or educational training as well as related services.

YMCA/YWCA
114 Gentry Hall
University of Missouri
Columbia, Missouri 65211
(314) 449-5768

Located at the University of Missouri-Columbia, this community service schedules special events for handicapped persons throughout the year. These events include camping, canoeing and other outdoor activities. Fees are based on the cost of renting equipment, camping fees and other costs incurred such as transportation.

APPENDICES

A. Forms: Columbia Placement Advisory Committee

APPENDIX A

The Columbia Placement Advisory Committee (CPAC) is an organization of professional specialists seeking to find employment for a wide variety of people in the Columbia area. Our clientele cover a multitude of backgrounds; from high school students to older workers; from unskilled laborers to whitecollar workers; and every degree in between. In our capacities as placement specialists in our respective agencies, we have screened these workers and otherwise made them job-ready through realistic appraisal of their abilities.

CPAC was formed to coordinate placement efforts by several employment and training agencies in the Columbia area. It is the primary goal of this organization to work closely with employers in identifying present and future job opportunities for our clientele. You can help us in structuring our vocational training programs as well as matching up the right person to the right job. Cooperation will result in better placement opportunities for our clientele as well as providing the employer with a well suited and satisfied employee.

Some of the benefits we can provide employers are:

1. Expanded human resources
2. Pre-screening of applicants
3. Availability of tax credits
4. Assistance in job analysis and job modification
5. Customized and on-the-job training funds
6. EEO/Affirmative Action assistance
7. Follow-up services

Along with job placement, CPAC also has an educational component geared toward the employer community. For instance, we will provide information through either written material or speaking programs on such topics as: the employability of minority workers; Targeted Jobs Tax Credit; special worker certification; Job Training Partnership Act; or particular programs on workers with specific disabilities.

ADVENT ENTERPRISES, INC.

A private, not-for-profit, vocational rehabilitation facility that offers vocational assessment, skills training, work experience and job placement services to persons from the mid-Missouri area. Projects With Industry (PWI), the placement component of Advent, provides the employer with pre-screened, skilled and job-ready individuals who are Targeted Jobs Tax Credit (TJTC) certified. Follow-up services are also provided to ensure job retention.

COLUMBIA PUBLIC SCHOOLS

Columbia Public Schools provide a broad variety of educational/vocational programs. IVT (Individual Vocational Training) is a program designed to place eligible students in competitive employment. Such students are unable to succeed in traditional vocational programs due to any of a variety of handicapping conditions. Students are brought to a competitive work level via unpaid on-the-job training. Additional assistance in the form of TJTC and OJT funds are usually available after hiring. Job referrals can be made for students trained at the Career Center in a variety of vocational areas.

HUMAN DEVELOPMENT CORPORATION

Central Missouri Counties Human Development Corporation serves eight counties in mid-Missouri. Our employment and training services are funded through the Job Training Partnership Act. We are an equal opportunity program for individuals age 14 and older with a special emphasis for people 55 and over. We offer Job Search Assistance Workshops, On-The-Job Training, Customized Training, Skill Training, Work experience combined with Adult Basic Education, try-out and summer employment for youth.

THE JOB CENTER, INC.

A private, not-for-profit, employment agency established in 1968. Services are free to employers and residents of Columbia/Boone County and include outreach, recruitment, pre-screening, referral and follow-up. The Job Center also offers employers access to a pool of workers willing to work a variety of temporary jobs through our TEMPR program (Temporary Employment Man Power Reserves).

OCCUPATIONAL RESOURCE CENTER & COMMUNITY EDUCATION CENTER

Our programs of Woodhaven School, Inc., offer vocational training and education programs for adults and children with developmental disabilities. The vocational programs include screening and situational assessment, job training in simulated and competitive job sites, job placement and follow-up. Most of the clients in our program are eligible for the Targeted Jobs Tax Credit and/or On-The-Job training funds.

OPPORTUNITIES UNLIMITED

Opportunities Unlimited assists individuals with disabilities in becoming more independent. This is achieved by allowing a disabled individual to control their life through choices which lead to changes. We make available acceptable options to better control the direction of their lives. The end result is increased self-sufficiency and self-esteem with a better ability to participate in community life.

CENTRAL MISSOURI PLACEMENT ADVISORY COUNCIL COOPERATIVE AGREEMENT

Committee Purpose:

Assist in the central Missouri business community's economic development efforts by coordinating placement activities between member agencies and the business community.

Committee Goals:

1. Coordinate and share job development information between agencies;
2. Prepare and present informational programs on the member agencies employment and training activities to the business community;
3. Promote the employment of the member agencies' clientele, including: the handicapped, economically disadvantaged, youth, minorities, veterans and older workers;
4. Serve as a resource for information on employment, training programs, tax incentives or other related topics;
5. Encourage the elimination of physical and attitudinal barriers in the employment of the member agencies' clientele.

Agreement of Cooperation:

The undersigned agencies agree to:

1. Provide a representative to attend and participate in the Committee's activities and meetings;
2. Support the purpose and goals of the Central Missouri Placement Advisory Committee;
3. Provide membership dues of Thirty Dollars (\$30.00) per year and resources as needed.

This agreement may be terminated by any member agency hereto on thirty (30) days written notice.

This agreement shall become effective upon its signing by the duly authorized representatives of the member agencies hereto.

GLOSSARY

Accessibility - Occurs when individuals are able to arrive at a facility, enter it, and move about inside the building with little or no assistance.

Adaptive Equipment and Aids - Specially designed equipment, jigs, fixtures and other devices that help disabled students function effectively in performing learning and work tasks.

Advocacy Organizations and Groups - Individuals who represent and fully support the interests and causes of a specific individual or group of people, as in the case of advocacy groups in support of the rights of the handicapped.

Annual Goals - A mandated component of the individualized education program (IEP), annual goals indicate the general direction the handicapped student will follow during the year and describe the performance to be demonstrated at the end of the year.

Assessment - The process of determining the strengths, weaknesses, interests, and learning styles of an individual.

Career - It is multifaceted and consists of occupational, social, leisure, and interpersonal roles—occupations are only a part of one's career.

Career Education - The process of systematically coordinating all school, family and community components together to facilitate each individual's potential for economic, social and personal fulfillment and participation in productive work activities that benefit the individual or others.

Career Assessment - Determining the strengths, weaknesses, learning styles, interests, and motivation of a student for the various roles he/she will play throughout life such as student, worker, user of leisure, spouse, parent and community resident.

Community - A general term that in many situations refers to more than a town or city. It refers to a specific geographical area where individuals work together to enhance transition from school to work for handicapped youth.

Competitive Employment - Employment in a community-based job for remuneration. The term implies that the worker's performance must conform to the established standards within the plant, business or industry. The term is frequently used to differentiate sheltered employment from jobs which pay minimum wage and require minimum performance.

Cooperative Agreement - A formal written agreement between two or more agencies stipulating the responsibilities of each agency in relation to the cooperative program they are implementing.

Counseling - Regularly scheduled goal-oriented intervention that is responsive to the decision-making needs of the impaired individual or his/her family. The primary focus of this intervention is solving interpersonal problems such as disability acceptance, over-anxiety, over-protection, and the ability to cope with daily demands which result from the client's disability.

Daily Living Skills - These are the complementary work-related avocational, family/leisure and civic roles in which an individual should be proficient to live as independently as possible.

Early Entry - Within vocational education, this refers to entry into a program before the established timelines for that program. Some students gain early entry because they may need additional time to complete the program.

Employment - The work in which one is engaged for pay or other consideration.

Evaluation - The process of determining abilities and needs of an individual relative to a particular area (education, vocation, etc.) which may include formal and informal procedures of assessment.

Follow-Up - The process of visiting a special needs employee and employer to provide services and to obtain information upon which to base change.

Generalizable Skills - Skills that are required in more than one area of application. In vocational education, a generalizable skill would be a skill used in more than one area of vocational instruction such as measuring.

Guardian - A person appointed by a court who has the same legal responsibilities and prerogatives as a parent, but who may not be expected to have his ward live in his home.

Handicapped - Those students evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

Individualized Education Program (IEP) - Mandated by Public Law 94-142, the Education for All Handicapped Children Act of 1975, this component requires that a written plan of instruction for each handicapped student receiving special education services be developed. The IEP must include a statement of the student's present level of educational performance, annual goals, short-term objectives, specific service needed by the student, dates when these services will begin and end, and specific criteria for evaluation.

Independent Living - A living situation for those individuals who can maintain or remain in an essentially unsupervised living situation. Participation in a community resource may be needed to sustain their level of independence.

Interagency Cooperation - Two or more agencies such as a school and a welfare agency cooperating to meet the needs of individual students.

Job Training Placement Act (JTPA) - Legislation passed in 1984 to provide training and employment to special needs adults.

Least Restrictive Environment - To the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, must be educated with children who are not handicapped. Special classes, separate schooling or other removal of handicapped children from the regular educational environment occur only when the nature of the severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Leisure Activities - Activities which provide relaxation and entertainment performed at one's convenience.

Local Education Agency (LEA) - A board of education (or other legally constituted local school authority) having administrative control and direction of public elementary or secondary schools in a city, country, township, school district, or political subdivision of a state or any other public educational institution or agency having administrative control and direction of a vocational education program.

Long Range Plan - A plan developed for an individual in the transition process which tentatively identifies perceptions of the transition team as to what the future goals of the transitioning individual may be.

No Special Services - Refers to the first bridge of OSERS' model of transition. This bridge is shared by many individuals with handicaps and their nonhandicapped peers. Individuals making the transition in this way rely on their own resources or those generally available to all citizens locating and taking advantage of work opportunities without using special services.

Nonhandicapped - Those individuals not identified as being mentally retarded, hard of hearing, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities.

Ongoing Services - Refers to the third bridge of the OSERS' transition model. This bridge consists of ongoing services that allow individuals with handicaps to take advantage of work opportunities. Employment is maintained with whatever ongoing support is necessary.

On-The-Job Training - Instruction in the performance of a job given to an employed worker by the employer during the usual working hours of the occupation. Usually the minimum or beginning wage is paid.

Personal-Social Skills - These skills relate understanding his/herself, discovering his/her potential to solve problems and make decisions, becoming an independent person, and interacting appropriately with others.

Postsecondary - The time period after a student leaves the local educational agency either after graduating or aging out. Many training and employment options are available after the individual leaves the secondary institution.

Prevocational Education - The vocational/career awareness and exploration activities that precede formal vocational preparation. Prevocational education includes vocational evaluation, although evaluation does not necessarily stop when vocational preparation begins.

Recreation - Activities that are nonwork-related and are selected purely for an individual's enjoyment.

Rehabilitation - Process of restoring to a person the condition of good health and/or useful and constructive activity.

Rural - Any geographic area where the number of people is less than 150 per square mile.

Service Provider - Any agency that provides services utilized in the transition process.

Sheltered Workshop - A facility designed to provide sheltered (noncompetitive) employment to vocationally handicapped individuals. Workshops are frequently categorized as terminal, transitional, or rehabilitative depending on purpose, function, and program.

Short-term Instructional Objectives - A mandated component of the individualized education program (IEP), short-term instructional objectives are written in behavioral terms and act as specific guidelines for accomplishing the annual goals. These objectives represent intermediate steps between the handicapped learner's present level of educational performance and the annual goals.

Time-limited Services - Refers to the second bridge of the OSERS' transition model. This bridge consists of temporary services that lead to employment. After leaving school, individuals following this path use specialized time-limited services like vocational rehabilitation, postsecondary vocational education, and other job training programs to gain entry into the labor market. The presence of a disability often qualifies an individual for these services or creates special support for participation.

Transition - Literally, it means to move from one position to another. In vocational special needs, it is making the transition from school to work.

Transition From School to Work - An outcome-oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional postsecondary education or adult services, and the initial years in employment. Transition is a bridge between the security and structure offered by the school and the opportunities and risks of adult life.

Underemployment - Work performed by individuals that does not challenge their abilities and potential. Consequently, the job may become dull and boring.

Vocational Adjustment Coordinator (VAC) - A position in the local education agency (LEA) created by the cooperative school work agreement to serve as a link between the handicapped student, Department of Vocational Rehabilitation (DVR), LEA and community.

Vocational Education - Vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto), under public supervision and control or under contract with a state board or local education agency, and is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations generally considered professional or which require a baccalaureate or higher degree.

Vocational Handicap - Any barrier which impedes an individual from achieving his/her vocational objective. The barrier may be a physical disability, a psychological problem, or may be caused by economic, educational or cultural deprivation.

Vocational Rehabilitation - This government agency provides services such as assessment and diagnosis, guidance, training, physical restoration and placement to handicapped individuals. The general objective of these services is to prepare this population for employment and independent living.

Vocational Resource Educator (VRE) - The VRE is a model developed in Missouri to facilitate the mainstreaming requirements of serving handicapped students in vocational education programs. As the title indicates, the VRE is a resource person to the vocational educator as well as other school personnel, especially special education instructors. The VRE's major responsibilities include assisting in appropriate placement of students in regular vocational programs, providing resources and assistance to the vocational instructor, assisting in the placement of students in the world of work, providing inservice training and general support counseling to students and parents.

Work Experience - A structured event where the individual is placed at a work site and experiences all aspects which are regularly associated with work.

Work Samples - Activities that simulate real work tasks and are closely associated with actual jobs in the labor market. They emphasize performance skills rather than verbal or written skills and incorporate the tools and standards associated with the actual job.

Work-Study Coordinator - An individual who supervises students working on a job part-time and attending classes at school for the remainder of the time. This person becomes the liaison between the school and the world of work.

Work-Study Program - A program designed to provide part-time employment for youths who need the earnings from such employment to commence or continue a vocational education program.